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ABSTRACT

This book describes a practicum project that developed instruments and procedures to aid staff members of the California State Department of Education in monitoring multiple educational programs. The instruments and procedures developed were used by staff members to analyze applicable federal and state regulations and evaluate program quality for 17 categorical programs and 74 school sites. The objective of the practicum was to devise a method that would provide the data necessary to make decisions concerning continued funding of individual programs. A system of monitoring and reviewing operational programs was developed so that staff members could analyze multiple programs at each school site and observe whether individual programs were being properly implemented. (Author/JG)

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Maxi II Report

Consolidated Monitor and Review

Submitted in partial fulfillment of
the requirements for the degree of
Doctor of Education, Nova University

by Edward L. Bispo

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1975

Fairfield Cluster

Dr. Daniel Muller,
Coordinator

EA 007 408

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ABSTRACT

This practicum was designed to develop instruments and procedures for monitoring multiple educational programs. These instruments and procedures were used by staff to conduct analyses of federal and state regulations and program quality for each program, as well as the connections among them.

Instruments and procedures were developed. Staff members were trained in the use of the techniques and a pilot review was performed in 17 programs and 74 school sites. The practicum was evaluated and a modified, tested instrument and procedures were created.

The California State Department of Education is responsible, by state and federal law, for the monitor and review of most categorical programs. In the past, many different units were assigned to monitor these programs. Serious problems often resulted. Either the programs were not monitored, or numerous groups might perform on-site visits to the schools.

This practicum represents a successful effort to develop an integrated monitoring system which coordinated staff effort within the Department. For the first time, on-site visits were conducted in a manner that corresponded with the new consolidated application process.

The objective of this practicum was to devise a method that would provide the data necessary to make decisions concerning continued funding of individual consolidated programs. Monitoring instruments and procedures were developed to accomplish this objective. A system of monitoring and reviewing operational programs was developed so that staff could analyze multiple programs in operation at each school site. The system allowed relationships between programs to be observed in such a way that the Department could determine whether individual programs were being implemented in accordance with the law and whether the funds were being used optimally in terms of the total activity at the site.

By involving county office staff in a joint planning effort and systematically following planned procedures, the new system was created. Beyond the scope of this practicum, the new monitor and review system will be implemented in 71 districts and 414 school sites.

PART I: PURPOSE OF THE PRACTICUM

A. Summary of Objective

In 1969 the California State Department of Education began to develop a consolidated application for specially funded programs. In that year thirty school districts experimented with a consolidated application which was used as a basic application for several programs. The effort slowly began to demonstrate promise. Later, during the 1973-74 and 1974-75 school years, nearly every school district in California was included in a consolidated application for specially funded programs.

California, together with a small number of states has attempted to study and test the possibility of developing a consolidated application which could be used to secure funding from various sources and to improve programs. Thus, a serious attempt was made to develop better systems than the separate ones which had been utilized.

This practicum was designed to improve the existing consolidated programs and to ensure that the laws were followed. Moreover, efforts in this practicum also attempted to ensure that the new system for developing programs did not allow programs for disadvantaged children, for whom substantive parts of the funds were directed, to be diluted.

Given the existence of a newly developed consolidated application, efforts in this practicum were directed to the development of a means of assessing operational programs as they were actually being implemented. The consolidated application movement funded programs and placed them in operation. A system of monitoring and reviewing operational programs needed to be developed so that one could analyze the multiple programs in action at each school site. Then relationships between programs could be observed so that the California State Department of Education could determine whether individual programs were being implemented in accordance with the law and whether funds were being used optimally in terms of the total activity at the site.

The objective of this practicum has been designed to devise a method that will provide the necessary data to make decisions concerning continued funding of individual consolidated programs. A monitoring instrument and a technique will be developed which will provide this data.

Why was a consolidated application effort necessary in the first place? The answer to this question is provided by COGRAM - Consolidated Grants Management, which is a joint effort by the U.S. Office of Education and seven states:

> "Many categorical education programs have been funded by the federal and state governments and by school districts. Sometimes, funds for these programs have been made available from all three sources for the same activity. The result has been that duplication of effort has occurred.
>
> "As a general rule, the administration of similar programs by separate offices according to funding source is not conducive to good management of resources. Therefore, three questions arise:
>
> - Would a single consolidated, comprehensive application help bring about a more effective use of various funds?
> - Is a consolidated application feasible?
> - How would a consolidated application be administered?"[1]

---

[1] COGRAM, Consolidated Grants Management, "Why:", July, 1974.

The California State Department of Education, as indicated, had developed a consolidated grants management procedure as early as 1969. Six other states have also made various efforts at consolidation. However, none of the states had made any progress in developing a consolidated monitor and review system.[2] There was truly a need to develop an integrated monitoring system which would look at these programs separately and as a whole. This practicum would serve as a pioneer effort for state departments of education.

In order for the practicum to develop a consolidated Monitor and Review system (MAR), it would be necessary to accomplish some rather definitive tasks, such as:

1. Cabinet approval to design the instrument and techniques.
2. Recruitment of the planning team.
3. An analysis of the legal elements of each program.
4. County office of education involvement.
5. Development of an instrument for the Pilot MAR.
6. Establishment of complete MAR procedures.

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[2] Op. cit., Progress reports of COGRAM participants, June, 1974.

7. Selection of State Department of Education staff for Pilot MAR.
8. Recruitment of county office of education staff for the Pilot effort.
9. Joint MAR inservice training.
10. On-site MAR reviews.
11. Submission of MAR reports to districts.
12. Development of a modified MAR instrument.
13. Secure staff for 1974-75 MAR effort.

B. Statement of Objective Completed

The primary practicum objective was completed in August of 1974 when the State Board of Education endorsed the California State Department of Education's system of monitoring and reviewing consolidated programs. The California State Department of Education has the very first system for reviewing programs in a consolidated manner. Using a consolidated approach during the 1973-74 school year, the Department reviewed 17 programs in 74 school sites. During the 1974-75 school year, it is anticipated that the Department will review programs in 71 districts and 414 school sites.

This consolidated approach to reviewing programs represents a new educational change. This assumption appears to be substantiated by the fact that I conducted several searches in a survey of the literature. I activated a national ERIC search in order to compare similar approaches. There were no other efforts recorded in the system. I also utilized the Contra Costa County Office of Education's research system which is available to the Fairfield Cluster. This professional research system also revealed no comparable efforts.

Since I generally prefer to substantiate my hypotheses and findings, I initially viewed this situation as a major setback. Later, however, it became increasingly apparent that an educational innovation had occurred.

Appendix A illustrates the programs that were actually reviewed during the spring semester of the 1973-74 school year. An examination will reveal the geographical dispersion. The size and nature of districts were also quite divergent. If the schedule for 1974-75 is followed, 71 districts will be reviewed, extending the effort to 414 school sites.

All tasks have been completed, and a complete description of the process involved and the degree of success will be described in Part II.B. which describes the execution of the practicum.

In accordance with the objective, the California State Department of Education now has a systematic monitor and review system that will provide the data necessary to make decisions concerning funding of individual consolidated programs.

One of the tasks of obtaining county office involvement became a by-product that proved to be equally as significant as the objective itself. Just as Michael Scriven posits, the by-products of an objective may be equally as important in a goal free evaluation. Indeed, this was true in the practicum.

The California State Department of Education and the 58 county offices, as a direct result of the efforts in the practicum, are united in an unprecedented effort of joint cooperation. During the 1973-74 school year 22 county office staff members participated in the review of the consolidated school programs. During the 1974-75 school year, 87 county staff members will have participated for a total of 109. The California Superintendent of Public Instruction has praised this new partnership in major speeches:

> . . . "The cooperation that has been established between County offices and the State Department of Education in setting up the Monitor and Review component of our delivery system is the fulfillment of a long cherished desire of mine. I will be frank to admit that I am not interested in expanding

the staff of the State Department of Education. I feel, and I have always felt, that we should develop a partnership with the County offices to provide the services required by local districts.

"We have now established that partnership in reality. Each of your six regional groups has generously contributed staff to augment our Monitor and Review Teams. You have worked with us to plan and develop all of the monitor and review instruments. You are assisting with the inservice training necessary to put this effort into operation . . . I want to express my deep appreciation to Glen Hoffman and Neil Wade for the strong support they have given this effort and I would also like to thank William Zachmeier, Margie Ruby, Erven Brundage and Marty Bauman for their assistance . . . you have given generously of both your time and expertise."[3]

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[3] Remarks by Wilson Riles, State Superintendent of Public Instruction, Annual Conference for County Superintendents of Schools and County Board of Education Members, Asilomar, California, March 10, 1974.

These remarks directly praised the new linkage I created and the efforts of the planning teams working under my chairmanship. The State Superintendent of Public Instruction was extremely pleased with the new working relationship and the county superintendents were equally pleased. The new joint partnership, a by-product of the practicum, soon became the closest working relationship that these agencies had ever achieved.

C. Evaluation

1. Product

The final objective was completed in October 1974. The California State Department of Education now has a method that will provide the data necessary to make decisions concerning the continued funding of individual consolidated programs. Specific instruments and definitive procedures now exist which will enable the department to systematically monitor and review programs in California's consolidated delivery system.

Completion of the milestones in my Practicum Proposal Design and the Evaluation Criteria section represents more than a full year of intensive work. The essential products I planned now exist. When I proposed this effort and joined my present manager in order to complete the system, I represented a work force of one person. As objectives were successfully completed and products emerged, the work force slowly grew in size. During October there were thirteen professional and five secretarial staff working full time in this effort.

With staff assistance, I was responsible for preparing an evaluation of the Pilot Monitor and Review. A copy of this report, which reflects the major portion of my efforts, may be examined by referring to Appendix B, "Evaluation Report of the Pilot Monitor and Review." This report, which was originally designed in the practicum proposal, was officially presented to all of California's county superintendents during June 1974. The preface describes the overall purpose involved.

In order to describe the product evaluation, I shall relate the milestones in Practicum Design and Evaluation Criteria to the objectives I established in my proposal to our Cabinet. The products emerged from these objectives. The objectives may be found by referring to page 5 of Appendix C which represents the proposal to Cabinet and page 1 of Appendix B, Evaluation Report of the Pilot Monitor and Review where they are repeated. All of these subobjectives were designed to complete the final objective of the Practicum Proposal.

Objective 1 was stated as follows:

By February 1974, the California State Department of Education will establish a MAR system, including a consolidated MAR instrument (M-127), to be used to review all specially funded programs included in the consolidated application.

This objective connected milestones 1.1 - 1.3 of my practicum into the behavioral objective language which is helpful in getting projects approved in the California State Department of Education.

This objective was achieved. Two basic products emerged from this effort: (1) The Monitor and Review Instrument (M-127), and (2) MAR procedures. These products and the work involved will be described in II.B.5 and II.B.6. They were complete prior to February 1974.

Objective 2 was concerned with eventually bringing additional programs into the consolidated delivery system:

By February 1974, auxiliary instruments will be prepared to be used for review of selected specially funded programs not presently included in the consolidated application.

Auxiliary instruments were not prepared, because I lost interest in this objective. They did not relate to the milestones I negotiated in my revised Practicum Proposal. Since this would have been a very difficult task and it didn't relate to my newly designed objective, I quietly dropped this effort.

The third objective related to milestones 1.4 - 1.7 of my practicum proposal.

By July 1974, two departmental MAR teams with assistance from county offices using the consolidated M-127 instrument and auxiliary instruments, will review consolidated specially funded programs in twenty districts (or multi-district cooperations).

This objective represents the heart of my work in the practicum. It was successfully completed and resulted in several products.

Milestone 1.4 called for establishing a linkage with county education offices and securing eighteen full-time equivalent staff positions assigned to work with the California State Department of Education. I realized that I had developed something unique and very important here and, therefore, placed considerable efforts in this area. These efforts will be described in II.B.4.

The product that emerged was a new peer linkage of joint planning with county offices. Liaison was established with the six area chairmen who represent all of the county offices in California. This group appointed a planning team of four, upon my request, to represent them. This planning team became a joint planning team of eight under my chairmanship. Later the county offices assigned eighteen full-time equivalent person years or 54 professional staff to work in the pilot effort. From this total, 22 different individuals actually participated for the full eighteen full-time equivalent person years.

Milestone 1.5 was successfully completed and resulted in a week long inservice session in Sacramento and Modesto. This staff development training was conducted under my direct supervision. The inservice session was held March 12-15 and was attended by 47 county, district, and state representatives.

Conducting the actual on-site reviews extended from March through May 1974. The original objective stipulated that 20 programs would be reviewed. Due to the fact that three districts requested a one-year postponement, the actual number was 17. However, the number was extensive enough to meet our requirements. Since some of these programs were cooperatives (several districts uniting under one application), we actually reviewed more districts and the pilot effort reviewed the consolidated programs in 74 individual school sites. A table indicating the extensive nature of the Pilot MAR may be found by referring to page 18 of Appendix B, "Evaluation Report of the Pilot Monitor and Review".

Objective 4 related to establishing a complaint procedures unit.

By February 1974, the Department will establish a complaint procedures unit within the MAR structure which will respond, when appropriate, to citizen complaints, U.S. Office of Education audits, General Accounting Office (GAO) audits, and legal suits.

Materials and procedures for handling complaints have been developed by the State Department of Education. A complaint unit was not organized because of the lack of staff time and my inability to secure adequate staff. However, at least one monitor and review visit was made to a district in answer to an official complaint by changing my initial list of districts to be reviewed.

Objective 5, relating to promising practices, was dropped due to lack of time.

The final objective, not indicated in the Pilot MAR Evaluation Report, relates to the 1974-75 school year.

By September 1974, the Department will revise and distribute the M-127 instrument to all districts which administer consolidated programs specially funded by the Department.

This objective correlates with milestone 1.8 in my proposal. There was an obvious need to review and modify the instruments and techniques, based upon evaluation feedback. This objective, as modified, was completed in September 1974.

The California State Department of Education now has a revised instrument, PRI-127, and procedures which call for on-site visits to 414 schools in 71 districts. The description of this process modification will be described in II.B.13.

Completion of this product came about in a far different manner from all of the previous efforts. The product is quite viable, but it represents a compromise from some of my original efforts. By this time (July-August), a large number of units within the Department became intensively involved in the effort because the emerging system was now quite operational and affected their procedures and interests.

This unanticipated difficulty, as reflected in my Interim Progress Report, was caused by the fact that I was able to work full time on this effort from November 1973 to July 1974. After the first year I was only able to work part time. By this time my program manager was sufficiently impressed with my work on the monitor and review process that he began to assign extra responsibilities to me, e.g., secondary reform, clinical workshops for high school principals, career education, industry education, and other secondary education responsibilities. For career advancement I agreed to accept these additional responsibilities and work less time in the monitor and review effort. After July I had opportunities to work on monitor and review, but my time was somewhat limited. I moved from a role of direct implementation to one with general strategy and review responsibilities.

The revised system was different in some important ways. The instrument I prepared (M-127) was subdivided into school level and district level compliance. A new addition, which I was reluctant to add--quality rating--was included. Thus, each school site will now receive numerical quality ratings by the monitoring team. The new unit for next year will be titled "Consolidated Program Review and Improvement". The functions, however, have not changed. Finally, additional changes were made based upon the process evaluation conducted under my supervision.

The final products then represent a major input from a substantial number of people in the Department, the county office, school districts, and the community. I may not have agreed with each modification, but the objective has been completed. Most significantly, the California State Department of Education now has a system for monitoring and reviewing projects in accordance with the primary objective stated in my practicum proposal.

C. Evaluation

2. Process

The product evaluation illustrates that the objective established in the practicum was achieved. Furthermore, the major subobjectives and related tasks have been successfully completed. Recently, most educational endeavors have been judged in terms of whether behavioral objectives have been met. In this case the practicum objective certainly has been met. However, the real merit or worth of this project may not be known for several years.

Michael Scriven, National Lecturer in Evaluation, addresses this kind of problem in Education Evaluation: Theory and Practice:

> "One of the reactions to the threat of evaluation, or perhaps to the use of over-crude procedures, was extreme relativization of evaluation research. The slogan became: How well does the course achieve its goals? instead of: How good is the course? But it is obvious that if the goals aren't worth achieving then it is uninteresting how well they are achieved."[4]

---

[4] Michael Scriven, Education Evaluation: Theory and Practice, Charles A. Jones Publishing Co., Worthington, Ohio, 1973, page 73.

When someone is asked to evaluate a situation, or the impact of certain kinds of procedures, what is being requested is an analytical description of the process. What are the causal connections, i.e., the interpretations? I have therefore attempted to include the kind of process evaluation Michael Scriven describes as outcome evaluation of an intermediate stage:

> "This kind of research is often called process research, but it is of course simple outcome evaluation of an intermediate stage in the development of the teaching instrument. . . There is a distinction of role; the role of formative evaluation is to discover deficiencies and successes in the intermediate versions of new curriculum; the role of dynamic hypothesis investigation is sui generis."[5]

My normal tendency has been to be task oriented. If the product of the original objective was completed, I was satisfied. However, in this effort I have deliberately attempted to establish the worth of the procedure by continually applying these "intermediate outcomes."

---

[5] Op. cit., page 72.

Although the final outcome may not be completely known for several years, the process evaluation procedures indicate that the procedures have merit and that the outcome should result in positive educational change.

I have included a multidimensional evaluation of the efforts in the practicum. This multidimensional evaluation is reflected in the following evaluation procedures: (1) the Evaluation of the Joint Inservice Program; (2) the collection and reporting of data found in the official reports to the 17 programs reviewed, as reflected in the Evaluation of the Pilot Monitor and Review Program; (3) the Field Evaluation Survey of the MAR Process; (4) the submission of the names of three persons qualified to observe my efforts and willing to answer questions from Nova University concerning accountability, usefulness of the efforts, and observable results; (5) as required by Nova University in a June 19, 1974, evaluation of my proposal, I agreed to make three on-site inspections myself. The purpose of these inspections was to determine whether the teams performed their observations objectively, whether they did all the things I considered appropriate, and whether the team reports provided accurate pictures of on-site reality.

The joint inservice training session held in March 1974 was a critical element in this practicum. The purpose of these developmental sessions was to acquaint the participants with the M-127 instrument and to enable the participants to utilize the instrument effectively when conducting monitor and review sessions in the field.

There were 47 county and state participants. All but three responses to the evaluation instrument by those attending on the last day were received. State Department of Education staff involved directly with program activities input did not fill out evaluation forms. Evaluation was both formal and informal. Informal evaluation was conducted during and between sessions by three observers who recorded responses received from participants. The complete report may be examined on page 3 of the MAR Inservice Evaluation Report in Appendix D.

Questionnaires were submitted to each participant who was asked to anonymously respond to the following questions: (1) What was the most valuable part of the inservice program? (2) In what ways would you suggest that the training could have been improved?

The tabulation of 47 responses are tallied in the following chart:

RESPONSES TO THE INSERVICE TRAINING EVALUATION FORM

The most Valuable Part of the Inservice Program:	Number Responding
Going through the monitoring document with a specialist in the field.	9
Small group discussions	10
Knowledge gained in specific areas.	2
Relating to people from the State Department and the county offices	4
Problem solving (the final session)	4
The Human Relations Program	3
Interaction of RST and MAR Teams.	2
Well organized inservice.	3
Suggestions for Improvement	
Pre-MAR visit team building simulation. . . .	2
Pre-MAR visit in a district	1
More inservice on providing solutions to problems in the field. What was given was excellent	4
Additional inservice after several field visitations	4
More discussion with specialists in the field	2
Additional acquaintance with rules and regulations - Title I, II, etc.	4

(Continued)

None or no suggestions - it was well organized	2
Continue present inservice	1
Additional team building	1
More do's and don'ts sessions	1

The overall results were quite positive. They indicated that I was successful in my small cluster informational fair approach. I had been firm in my directions to move away from the lecture approach. Evaluations of recently completed inservice session within the Department strongly suggested that lecture techniques were not well received by professional staff members.

The first two favorable responses pointed to the small group cluster teaching technique, i.e., going through the monitoring document with a specialist in the field . . . 9 and small group discussions . . . 10. Since this was the heart of the entire instructional program, we were successful in our most critical effort.

The most prevalent critical suggestions related to responses 3, 4, and 5. These responses indicated that we attempted to accelerate too much training of complex procedures, rules, and regulations in a relatively short time.

The informal responses which were systematically collected by three observers reinforced the questionnaires:

INFORMAL EVALUATIONS RECORDED DURING INSERVICE MEETING

	No. Making Comments
"This is the type of inservice the State should conduct."	4 (State)
"The county is appreciative of an opportunity to work with the state; this helps us both.".	12 (County)
"The county wants to work in cooperation with the state as this is planned, we do not want to do it all." (Quite emphatic) . .	9 (County)
"The small groups help us keep on the ball." "Small groups are the only way to go." "Small groups are very superior to large groups for getting across information, etc."	11 (State and County)
"The interaction is terrific."	5 (State and County)
"Could we have more team building?".	2
"We want more answers to problems, but I guess it's my job to read the material in the reference book."	3
"This is well organized. The meeting keeps moving."	6

The informal responses reinforced the positive value of the small group teaching stations. These responses also confirmed the value of jointly working with county offices. Both county and state personnel were very enthusiastic about the new relationship.

The collection and reporting of data found in the official reports of the 17 programs was a very helpful process in analyzing what we were finding in the districts.

The most commonly found areas of commendation in descending order were as follows:[6]

Item	Number
1.0 Instructional plans.	7
3.0 Parent and community involvement	7
4.0 Dissemination of information plan	6
3.0 Parent participation	6
1.9 Individualization of instruction	6
-- Enthusiasm on part of staff.	5
2.0 Maintenance of effort.	4
6.0 Fiscal administration.	3
5.0 Evaluation	3
-- Acceptance of constructive criticism . . .	3
1.6 Parent education program	2

---

[6] Report of the Pilot Monitor and Review Program, California State Department of Education, 1973-74, page 3. (Found in Appendix B)

Only those items which were most frequently commended are listed here. Additional items with a frequency of one may be found by referring to the Pilot Evaluation Report.

The following data reveal the frequency of those guideline areas in which non-compliance was observed:[7]

	Item	Number
1.12	Isolation and segregation	10
1.9	Individualization of instruction. . . .	10
1.2	Selection of participants.	7
3.0	Parent and community involvement. . . .	7
6.0-4	An inventory of all equipment costing over $100	6
1.6	Staff development	5
1.11	Minimum and maximum levels of service .	4
5.0-7	Evaluation of program management and logistics plan.	4
3.0-7	Each member of DAC was furnished with federal regulations, guidelines, state regulations	4
6.0-6	Assurance of compliance	4
6.0-7	Items labeled to show year of purchase.	4
4.0	Dissemination of information.	4
1.13	Nonpublic school participation.	3
5.0-1	Clearly stated measurable performance objectives.	3

---

[7] *Op. cit.*, page 5.

5.0-3	Process objectives design	3
6.0-2	Periodic reports.	3
7.0-1	Management system	3
1.8	Identification of resources	2
5.0-8	Process evaluation data	2
5.0-5	Analysis design	2
3.0-5	More than simple majority parents of participants.	2
6.0	Fiscal administration	2
1.3	Needs assessment.	2

Additional items which occurred with a frequency of one may be observed in the Pilot Evaluation Report. The most troublesome areas were 1.12 through 6.0-4. Isolation and segregation referred to the grouping of children. California does not allow rigid ability grouping, but some districts have had difficulty complying with this requirement. California also requires individualized instruction. The level of state understanding of the art is incomplete and schools need assistance in the area of individualized instruction. The selection of participants, i.e., the pupils who receive services is important, but apparently misunderstood. Defining who are the most educationally disadvantaged has proven difficult. Parent involvement has also seemed to be a requirement that was difficult to implement.

Gathering this data for the evaluation proved to be invaluable, for it served as evaluation feedback for the ongoing pilot review as the frequencies began to emerge. We were able to use this information to brief Consolidated MAR staff each Friday. Information was provided to consultants concerning what to look for in the next week's visits and how to provide on-site consultative services to that district. Perhaps the major value of the pilot review, which ironically was not generally reflected in the official report, was the consulting services offered by the professional staff conducting the on-site reviews. As will be seen in the evaluation, districts were overwhelmingly appreciative of this technical assistance. Page 6 of the report indicates that we were determined to create a positive attitude toward program improvement at the school and district level. School staff at the exit interview and in the evaluation survey of the MAR process confirmed that the process succeeded in this endeavor.

The Field Evaluation Survey of the MAR process was conducted after all 17 programs had received an on-site review. During June 1974 I asked staff to contact each district which was visited to respond to structured questions. Fiscal limitations and a severe time constraint in preparing our evaluation report for the county superintendents and the fact that most administrators would be on vacation in a few weeks, dictated a structured telephone survey.

We received 34 responses from school administrators to the following questions:

1. What were your impressions of the Monitor and Review unit?
2. How were school programs changed as a consequence of the MAR visit?
3. How could the MAR process be improved?

Answers to those questions were tabulated and appear in Addendum I to the Report of the Pilot Monitor and Review Program.

Answers to the first question revealed that we indeed created a positive environment. This was very important to me, because I believe this is the most enduring method of ensuring long range improvement.

The MAR process was perceived as non-threatening and quite helpful. District administrators believed our MAR processes were objective and that our on-site and written suggestions were helpful. Our professional staff was also generally perceived to be competent.

Answers to the second question, i.e., how districts were changed, were quite revealing. Our most troublesome area, individualization of instruction, was one of the areas where we were most successful in achieving change. Districts clearly intended to reform in this area by attempting to improve the methods of utilizing techniques in the individualization of instruction. A large number of the districts were also committed to implementing the specific recommendations for improving the program which were offered by our staff. Our recommendations proved to be of great assistance in enhancing the changes the program directors wished to make. Districts also made substantial improvements and revisions in their procedures for identifying eligible students.

Item 3, "How Could the MAR Process be Improved" tended to reveal minimal criticism. District staff seemed to believe that we should spend a longer period of time in the schools or have additional staff. Some also asked us to conduct two exit interviews, i.e., one for the district staff and one for general staff members, parents and aides. There was a very strong direction for us to make follow-up visits to the schools in order to ascertain implementation of improvements that would be made in relation to our recommendations for change.

As we conducted our initial structured interviews, the conversations became quite lengthy. Obviously, we did not include enough categories in the evaluation, for district staff insisted on making additional input. We therefore stopped and immediately categorized this new input in terms of questions for all districts. Through a process of content analysis it was categorized under 10 headings:

1. What program changes were made in the district directly attributable to the MAR visit?
2. Were the recommendations made at the exit interview implemented, or have plans been made to implement the recommendations?
3. Was the time the MAR team spent in your district adequate to indicate the needs of your program?
4. (a) Has your district superintendent (have you) received your final program review report?

(b) Was the final report helpful in giving directions or alternatives for improving your program?

5. In what ways was the MAR visit beneficial to your staff?
6. Would you like to have the MAR team follow up with concrete program improvement suggestions in your district?
7. What was the impact of the Monitor and Review team visit on your school district program?
8. Other comments.
9. Alternative suggestions.
10. What changes would you make in the MAR process?[8]

With the exception of category 7, I was unable to compute any frequency distributions; nevertheless, the information proved to be highly significant in evaluating the pilot effort. Many of the conclusions in the MAR report were based upon this input. The reader should analyze pages 13-17 of the report to gain an impression of the actual input we received.

The following table completed from category 7, relates to the products and the impression of MAR results in the district:[9]

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[8] _Op_. _cit_., pages 13-17.

Products of Objectives:	Impression of MAR Results in Your District:			
	Excel.	Good	Fair	Poor
1. The use of the M-127 Instrument in reviewing program requirements:	4	8		
a. The field visit	3	9		
b. Final MAR exit interview	4	8		
c. Final written report	3	7		
2. List of commendation	10	7		
3. List of non-compliance	10	5		
4. To provide on-site assistance to the projects	6	4	1	
5. To effectively assess extent of compliance	5	6		
6. Effective MAR procedure to prevent future problems in the district through the:				
a. Pre-visit	5	6		
b. Field visit	4	9		
c. Exit interview	6	10		
d. Report to district	9	7		
7. Create positive attitude toward program improvement	15	2		
8. To recommend changes vital to program quality	13	4		

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[9] *Op. cit.*, page 16.

In conclusion, the evaluation indicates that the objectives were accomplished. The team and the procedures were well received. The instruments surfaced the kind of information needed to prepare the official reports. The reports tended to reflect the status of the projects. No district disputed our reports; the reports were received as generally accurate assessments of the educational programs. When our teams left, the districts had a positive feeling and a sincere desire to improve their programs. The members of the teams continuously reported this reaction. The evaluations of our effort by district administrative staff confirmed these reports.

What made this evaluation report most gratifying, was the fact that this was the first monitor and review process that allowed district staff to evaluate our staff. I had originally been uncomfortable with this evaluation, because districts can manifest harsh reactions to review efforts. This was a high risk, high gain evaluation. Fortunately, our system was sufficiently positive and systematic, because the MAR team evaluation report was quite favorable.

The evaluation report demonstrated that the monitor and review process developed into a successful means by which schools were made aware of non-compliance and also motivated to improve programs. The teams worked as a unit with excellent cooperation between county office and State Department members. The M-127 instrument proved to be effective in identifying the areas of non-compliance and in clarifying the requirements of state and federal laws.

The evaluation report also enabled us to draw conclusions and make recommendations to the unit which would follow our efforts on a large scale during the next year. The report concluded that the monitor and review effort should continue in operation and that it should continue as a joint effort with county offices in the same democratic spirit that made MAR successful. The report recommended that we should modify our instrument to include quality assessment. This substantive change was recommended because of pressure from within the department and from some legislative representatives. If we were to be required to reduce or expand funding for some projects, a numerical system would enhance comparative techniques. The second substantive modification included an attempt to more definitively separate the function to be performed at both the district level and the school level.

The total list of recommendations may be found on pages 8-9 of the Evaluation Report found in Appendix B.

As required by the Director of Practicums, an additional evaluation was added. The additional requirement called for personal, on-site follow-up visits. Seventeen programs were reviewed, and I agreed to personally conduct follow-up visits in three programs.

The purpose of these visits was to determine whether the teams performed their observations objectively and according to the proposed procedures. I personally travelled to the sites, contacted the project director and staff, and visited classrooms.

These three personal on-site evaluation visits were conducted in Lompoc, Modesto and Pajaro Valley. These districts represented a cross-section and geographical dispersion of sites the teams visited. As I conducted these visits, I attempted to make the following determinations:

1. Did the team follow procedures in scheduling, advance assignments, district orientation,

on-site activities, the exit interview, and the report?

2. Was the final report based upon an accurate picture of on-site reality?
3. Did the team create any problems?
4. Was the positive approach manifested?
5. Did our team provide on-site professional advice and technical assistance?
6. Were the county staff I recruited helpful?
7. Has the district begun to use the official written report to take corrective action and to enhance the program?

Personal On-Site Evaluation

Lompoc Unified

Lompoc Unified School District has a student population of 11,992. The district is located in Lompoc, the flower capital of the world. Lompoc is a city of 26,000 located approximately six miles from the Pacific Ocean and 50 miles north of Santa Barbara. Vandenburg Air Force Base and a recently made famous prison which serves as the home for some famous Washingtonians are significant features which identify this city.

Our Monitor and Review team visited this district on May 21-23, 1974. I conducted a follow-up inspection for evaluation purposes on October 22, 1974, in order to determine answers to the following questions:

1. Did the team follow procedures in scheduling, advance assignments, district orientation, on-site activities, the exit interview, and the report?

Our visit to Lompoc was an exemplary model. According to the district staff, i.e., project director, principals, teachers, all procedures were followed exactly as I had planned them. The team showed up on time, conducted the orientation and the visit, and held an exit interview. The exit interview was a very exciting evening session which was open to the entire community.

Our team leader was very innovative in creating this setting for the exit interview. The evening session was not what I had anticipated, but it was very desirable.

2. Was the final report based upon an accurate picture of on-site reality?

The team had rated Lompoc's curricular program rather well. My on-site evaluation confirmed this judgment. The program in the school was quite strong, the school was in general compliance, and the educational quality of the program was good.

Our team had rated some areas weak, e.g., parent involvement. I found that the schools were taking corrective action, for example, one school had hired a parent coordinator to correct the weakness our team identified.

3. Did the team create any problems?

The team interviewed the Associate Superintendent and Director of Curriculum. I also interviewed both individuals and found that both were pleased, in all respects, with our team.

4. Was the positive approach manifested?

As I talked to teachers, aides, principals and the director, it became clear that our team achieved this objective.

5. Did our team provide on-site professional advice and technical assistance?

Our team was perceived as very strong in curriculum, organization and parent involvement. The team freely gave recommendations on a formal and informal basis. Individual conferences, dialogues with teachers and community meetings were settings where this assistance took place.

6. Were the county staff I recruited helpful?

Two county staff members participated. The district staff did not perceive them as separate from the team. When I indicated their role during the follow-up visit, the project director and a principal reacted very favorably to their input as individual professionals.

7. Has the district begun to use the official written report to take corrective action and to enhance the program?

The district has responded energetically and positively to every recommendation. The district is strengthening its program for individualizing instruction. As I indicated earlier, the program was somewhat weak in the area of parental involvement. Since our visit, a massive restructuring of this component has begun and new personnel have been hired to provide leadership at the school level.

Personal On-Site Evaluation
Modesto City

Modesto City School District is in the center of California's huge Central Valley. Although the backbone of the economy is agricultural, recent events have brought a massive migration to the area and a more diversified economy. The district is rather large and is responsible for the education of 21,881 pupils. The student population represents all socio-economic and racial segments of the society.

The follow-up visit to this district did not occur until December 13, 1974. Thus, there were some problems in assessing the value of the review. However, there were some advantages in the delay, because it provided an opportunity to determine actual compliance on a long term basis. Based upon answers to the following points of inquiry, it is obvious that the review had a positive effect.

1. Did the team follow procedures in scheduling, advance assignments, district orientation, on-site activities, the exit interview and the report?

The team followed all procedures delineated in the schedule. Advance arrangements were made, the team showed up on schedule, and conducted the orientation, review and exit interviews according to the timetable. This accomplishment was made in spite of a serious setback.

The team leader and two State staff members were ill and unable to participate. The remaining part of the team accomplished the mission by following a reduced schedule.

2. Was the final report based upon an accurate picture of on-site reality?

Based upon my observations, the report reflected an accurate assessment of the actual program. Most of the strengths and weaknesses I was able to detect were those indicated in the report.

3. Did the team create any problems?

The only problem the team created was the required reduction in the schedule. The burden of revising the schedule fell upon district staff.

4. Was the positive approach manifested?

District staff enthusiastically praised the positive attitude and behavior of the team. The team members created no problems and were quite helpful to the district staff.

5. Did our team provide on-site professional advice and technical assistance?

The team provided on-site professional advice which enhanced the quality of the educational program. District staff, with the exception indicated in "7," were receptive to this assistance.

6. Was the county staff I recruited helpful?

County staff was more than helpful. They actually prevented this review from failing. When State staff was unable to attend, a main part of the burden actually fell on the county staff.

7. Has the district begun to use the official written report to take corrective action and to enhance the program?

My review confirmed that the district has taken corrective action. Most recommendations of the report have been rigidly followed. Program components and objectives have now been specified. A dissemination plan has been introduced. The evaluation report now contains a written end product evaluation at each school.

The district did take issue with part of the report. It recommended that the program staff should have line authority. The district position was that this recommendation was contrary to their policy. In this area, it is my opinion we made an inappropriate recommendation.

Personal On-Site Evaluation

Pajaro Valley

Pajaro Unified School District lies in the lettuce center of the world. The district consists of an unusual 25 mile-long narrow strip. Within this strip there is a wide range of students consisting of extreme socio-economic and racial diversity. The district serves high scoring affluent children from the dominant population and low scoring poor children who are Mexican-American and poor white in background.

1. Did the team follow procedures in scheduling, advance assignments, district orientation, on-site activities, the exit interview, and the report?

The team basically followed the procedures I developed. However, there were some serious discrepancies. The advance arrangements were poorly made. Communications did not proceed from the district's project coordinator to the district staff.

Our Monitor and Review team was very late during the district orientation. Due to a misinterpretation of direction only one of our team members showed up on time. Most team members went straight to the schools and this caused bad feelings on the part of some district staff. The exit interview did not proceed smoothly. It was held in the evening. The tone of the meeting became too informal due to some poorly arranged procedures during the dinner hour.

2. Was the final report based upon an accurate picture of on-site reality?

The team report provided a generally accurate assessment of on-site reality. The two primary weaknesses detected were poor parental involvement and a lack of individualized instruction. During my on-site interview I observed the same weaknesses.

3. Did the team create any problems?

The team created problems by being late the first day. This one incident damaged the credibility of the entire team.

4. Was the positive approach manifested?

The team was well received and created no new problems for the district which were beyond the normal ones expected from a reviewing group. The team was generally perceived as being very positive. The primary difficulty was the tardiness of our team.

5. Did our team provide on-site professional advice and technical assistance?

The on-site professional advice and technical assistance varied. Some team members were quite helpful. Unfortunately, others communicated that professional assistance was not their responsibility. Somehow, some of the staff received the erroneous impression that their only responsibility was to monitor and review. This serious misunderstanding has been corrected as a result of the on-site visit.

6. Were the county staff members I recruited helpful?

The county staff members were quite helpful and well received by the district. However, I discovered that the local district strongly believes that their county staff should not monitor and review in their own county. County staff serve as consultants to the districts. District staff believe that they should not attempt to play both roles, i.e., developer and inspector.

7. Has the district begun to use the official written report to take corrective action and to enhance the program?

I was gratified to find that the district has seriously begun to take corrective action. There had been considerable activity to correct the weaknesses our team encountered. Particular attention has been given to involving parents and strengthening the individualized instructional program in those schools where it was weak.

In the schools I visited, district staff was able to demonstrate the changes they had made since the review. Moreover, I was actually able to observe the changes being made in the classrooms.

PART II: Executing the Practicum

A. General

The practicum represents more than a fundamental educational change. The effort has also directly affected my work status. In order to accomplish this practicum, I actually changed job assignments. My original proposal, which grew out of my Nova University proposal, was accepted by my present program manager who asked me to join him in order to accomplish the objective.

The work began in November 1973. Approval to begin official work was granted by Nova in January 1974. The total time expended on the effort was more than a year. The first nine months were almost a full-time effort. The remainder constituted a part-time assignment consisting of review activities and providing general direction.

As I have indicated, an ERIC search failed to reflect any consolidated monitor and review efforts. However, an earnest consolidation movement in the development of programs may be found in the Comprehensive HEW Simplification and Reform (MEGA) Proposal. This was a comprehensive Health, Education and Welfare (HEW) simplification and reform effort which was designed to simplify and decentralize new initiatives in health insurance, student aide, welfare reform, by consolidating programs. The rationale for this movement may be found in Hearings Before the Committee on Labor and Public Welfare, U.S. Senate, Ninety-Third Congress.[10]

Consolidated program development began in California, on a pilot basis in 1969. During 1973-74, California had developed a statewide system of consolidated program development. The intent of this practicum was to develop the first consolidated monitor and review system which had the capacity to examine these programs in accordance with the established objective.

California had developed a consolidated approach with two distinct functions. It was a consolidation of resources, i.e., funding and a consolidation of educational programs. Moreover, the system was designed so that it could be consolidated into any pattern. As new programs emerged, the delivery system could absorb new programs.

Less emphasis was placed upon the cumbersome, traditional system of controlling quality by means of an application. Indeed most of the fundamental school level plans stayed in the district's file. Thus, in order to ensure that individual programs were implemented in accordance with the various laws to determine connections between the programs and to ensure that funds were being used optimally in terms of the total activity at the site, a thorough system of on-site monitor and review needed to be developed. Such a system would enhance the consolidated effort and ensure that, as much as possible, the individualized needs of the recipients were being met.

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[10] Hearings Before the Committee on Labor and Public Welfare, U.S. Senate, Ninety-Third Congress, Page 12.

An examination of the primary tasks involved in executing the practicum will illustrate how the practicum was completed.

B. Accomplishment of Tasks

1. Requesting Cabinet Approval

Approval of major new activities within the California State Department of Education requires Cabinet approval. The Superintendent of Public Instruction has appointed a small group of key staff members who are responsible for passing judgment on the myriad of requests for new undertakings. This is a group representative of the various department units who can analyze the diverse requests in terms of a high level and total organizational perspective. Thus, the first task to be accomplished was to seek approval at this level. Since there are more requests than the Department could possibly undertake with available resources, securing approval for a new endeavor is most arduous. One must do his homework, demonstrate a need, illustrate how the program will be implemented, and how it will be assessed.

Prior to requesting Cabinet approval there are, of course, other significant "buy-offs" which must be secured. The primary person was an individual who eventually became my manager. At that point in time, the Superintendent of Public Instruction had decided that any activities related to monitoring of programs would be assigned to the Associate Superintendent for Secondary Education. Securing his approval for the activity was vital.

During this period of executing the practicum, I was totally alone. I had not yet officially submitted a proposal to Nova, I had no staff, and, indeed, I was in another unit. Fortunately, the program manager was anxious to move in this area because of his long range responsibility. We thoroughly discussed the plan and agreed to seek Cabinet approval.

There were monitor and review functions being performed at this time, but they were not consolidated in any way. Although the Department had managed to develop a very imaginative consolidated application and approval system, categorical units within the organization continued their unit-by-unit monitoring system.

I commenced the practicum effort by myself. I prepared the conceptual framework for the new plan by illustrating our legal requirements, discussing the proposal with my manager and developing the initial objectives, and a few highlight activities. Two strong currents were operating which influenced the effort. First, the Department had initiated a consolidated application, and it was illogical not to review programs in a similar fashion. Second, the program manager strongly desired the development of a monitoring system.

In order to establish a legal argument, I analyzed the following sources: ESEA Title I and II; P.L. 89-10; Federal Register, Title 45, Part 116; and California Administrative Code, Title 5. The law was clear, i.e., the State Department of Education had the legal right and responsibility to monitor these specially funded programs.

The Federal Government recognizes that state departments of education have the legal authority to approve and review programs:

Federal Register, Section 116.23 (Reports by local education agencies.)

> "Each application by a local educational agency (including a State agency directly responsible for providing free public education for handicapped children or for children in institutions for neglected or delinquent children) shall provide assurance that it will

> render to the State educational agency an annual report and such other reports, in such form, and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under Title I of the Act, including the measurements of educational achievement and program effectiveness required by #116.22. The local educational agency shall keep such program and fiscal records, and afford such access thereto, as the State educational agency may find necessary to assure the correctness and verification of such reports and the expenditure of funds granted under Title I of the Act."[11]

Section 3940 of the California Administrative Code, Title 5, also requires that upon request of the Superintendent of Public Instruction, school districts' records shall be made available for inspection to verify the accuracy of reports and to determine the conformity of program.[12] This administrative requirement is legal when approved by the State Board of Education. It is based upon the following laws:[13]

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[11] Federal Register, Vol. 38, #213, Part 100(b); Title 45, Parts 116-117, Section 116.23.

[12] California Administrative Code, Title 5, Section 3940.

1. California Senate Bill 1302, Early Childhood Education program, California Education Code, Division 6, Chapter 6.1, Sections 6445-6446.6.
2. California Assembly Bill 2284, Bilingual, California Education Code, Chapter 1258, Statutes 1972.
3. California Senate Bill 90, Educationally Disadvantaged Youth, California Education Code, Chapter 1406, Statutes 1972.

I was also able to establish that continuity of funding to the state and districts is dependent upon our monitoring and review responsibility:

California Administrative Code, Title 5, Section 3941. Continuity of Funding

> "Districts maintaining programs under this Chapter shall have their programs approved for a period not to exceed three consecutive years contingent (1) upon the availability of funds, (2) upon compliance by the district

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[13] Senate Bill 1302, CEC Section 6445,16,19; Assembly Bill 2284 - Bilingual, CEC Section 5761.1; Senate Bill 90 - ECE, CEC Sections 6499.236 and 6499.237.

> with the rules promulgated by the State Board of Education and the State Superintendent of Public Instruction, and (3) upon an annual evaluation which demonstrates that the program is not one of low effectiveness."[14]

Thus, we had the clear authority to monitor and review programs.

Since I wanted to include a provision for identifying promising practices and disseminating their results, I continued to search the law. Both of these concepts, which were later to be included in the original proposal, were also within the federal law.

The legal ramifications were used to illustrate legal requirements to the key decision makers and later to the Cabinet. Being able to delineate the actual sections within the law facilitated the approval process.

Immediately after establishing this groundwork, I was asked to prepare an official request for Cabinet approval. At this point the effort grew from one person to two. I received part-time assistance from one person in the Secondary Age-Span to help me prepare the report.

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[14] California Administrative Code, Title 5, Section 3941.

My main argument in the proposal was that the Superintendent of Public Instruction had reorganized the Department so that a new delivery system would provide a comprehensive approach to education. In order to meet the highly individualized needs of students in California's pluralistic school systems, I reinforced the fact that the Department of Education must provide a delivery system which encouraged local districts to implement previously fragmented programs within a consolidated framework. The new delivery system consisted of comprehensive district- and school-level program planning and consolidated applications for funding. In order to complete the process, I took the position that we immediately needed to develop a consolidated monitor and review process.

The heart of the proposal was built upon Popham's discrepancy model. This model begins with an analysis of "what is." Then it moves to "what ought to be." This procedure reveals a discrepancy between reality and what is desired. Then one can logically build objectives. Afterwards, the activities fall into place.[15]

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[15] An Evaluation Guidebook, W. James Popham, The Institutional Objectives Exchange, Box 24095, Los Angeles, California, page 2.

In analyzing what is, I described how the Department has traditionally administered specially funded programs on an independent basis. Thus, each had required separate plans, regulations, grant applications, and monitoring activities. I reinforced the fact that this fragmented approach tended not to focus on comprehensive needs of individual students.

The analysis of "what is" highlighted the situation wherein the Department's system of administering specially funded programs often required each program's limited staff to direct their monitoring efforts toward compliance with legal requirements and minimum project standards. This approach was often done on a relatively subjective basis. These reviews tended to highlight program weaknesses and did little to generate efforts to improve the quality of individual projects or to create a comprehensive school program.

The essential part of the report next moved to "what should be," i.e., the desired conditions. I took the position that the Department should establish a consolidated monitor and review system for all specially funded programs it administered. Such a system would consolidate administration of the various specially funded programs so that all monitor and review services would be provided by a single integrated unit. Integrated administration would eliminate the duplication of paper work, the need for multiple field visits, and the conflicting directions that occur when each program is administered separately. With a functionally oriented administrative system, specially trained staff would be able to conduct more objective, systematic reviews.

I argued further that a Consolidated Monitor and Review system would encourage local districts to implement specially funded projects on a comprehensive basis. Such a system would require districts to focus on their total program by providing comprehensive reviews that stressed the need for integrated programs which would meet the broad range of students' needs. Consolidated reviews would also examine multiple dimensions of project accomplishment, thereby adding to the formal achievement data which had historically been collected. Such assessment would be done cooperatively, emphasizing school and district cooperation in a careful examination of their strengths and weaknesses.

Finally, I took the position that a Consolidated Monitor and Review System with a well trained, permanent staff would be better equipped to emphasize program strengths and improvements. While compliance with legal requirements would be met, the major focus would be directed toward giving recognition to innovation and imagination, and promote a common pursuit of successful comprehensive program improvement that would result in superior levels of student achievement.

My next step in my model for requesting Cabinet approval was to establish objectives. It is appropriate at this time to restate my overall objective. The overall objective of my proposed plan, which I refer to as Consolidated Monitor and Review, is to devise a method that will provide the data necessary to make decisions concerning continued funding of individual consolidated programs. A monitoring instrument and a technique will be developed which will provide this data. In securing approval for this objective it was necessary for me to state sub-objectives. These sub-objectives were necessary because they corresponded to the discrepancy based model and were in the parlance of the bureaucracy. These objectives will not be repeated here because they were presented in Part I. They may be recalled by referring to that section or Appendix C, "Consolidated Monitor and Review Procedures."

In summary, the objectives originally requested approval for two school years, 1973-74 and 1974-75. They were not all approved. However, they were approved for the 1973-74 school year. Approval for 1974-75 came considerably later. Cabinet members approved the pilot effort and asked us to return with an explanation of how our delivery system related to other organizational units within the Department.

In response to the concerns and directions emanating from Cabinet members, I prepared a series of statements describing the interaction between the Monitor and Review Program, the Regional Service Teams, the Early Childhood Education team and the Office of Evaluation. This document of organizational units was submitted to other units for their reaction.

In this document I proposed that six Monitor and Review Teams be established for the 1974-75 school year. This number corresponded to the Regional Service Team structure, thereby promoting stable working relationships between two teams assigned to a geographical region. The Regional Service Teams are responsible for approving district programs. I proposed that two groups perform their duties in a coordinated manner.

In order to maintain close liaison, it was proposed that the Monitor and Review Teams and a member of the Regional Service Team would review the district's program prior to a visit to that school district. The details of this review would be developed together. A copy of the individual Monitor and Review reports describing each district would be provided to the Regional Service Team. In addition to this collaboration, when any policy questions arose related to a visit, the Monitor and Review administrator and leaders of both regional teams would meet to determine what problems existed in the district program and what steps would be needed to resolve them. This type of coordination was designed to eliminate Cabinet fears of the possibility of multiple, possibly conflicting instructions being given to a school or district by two teams.

The two teams, while operating in the field simultaneously during the January-May period, would have different responsibilities. The Monitor and Review team would be monitoring a district's implementation of their instructional program (approved by the State Board of Education the previous June), while the Regional Service Team would be assisting the district with their next year's plan and appropriate application for funds.

Coordination would be maintained so that both teams would not be in the district at the same time.

During the pilot phase of Monitor and Review, the Monitor and Review Program Manager, Monitor and Review Administrator, and Monitor and Review Team Leaders would meet with equivalent Regional Service Team personnel to assure field coordination.

This plan also called for use of Regional Service Team members to participate in the monitoring process during September and October. There were several reasons for this utilization: (1) The Monitor and Review teams would be enlarged, thus allowing direct visits to a greater number of schools in the largest districts, (2) Regional Service Team members would have a first hand view of how the Monitor and Review process complements the Regional Service Team efforts to assist districts in planning and implementing comprehensive educational programs, and (3) such participation would better ensure continuity between the comprehensive planning/consolidated application phases and the Monitor and Review phases of the delivery system.

This revised plan called for a change concerning the Early Childhood Education Program which was already implementing an assessment process. It was proposed that the Early Childhood Education Management Team maintain responsibility for monitor and review of those schools receiving such funds for a number of reasons. Early Childhood funds are awarded on a competitive basis and school participation is determined according to a master plan and the success of individual schools in competing for expansion funds. As a result, the Early Childhood Education procedures would have to be separate. The Department would also be embarrassed if two teams showed up at the same school. Therefore, for the pilot and subsequent year, the plan called for separate efforts. A review would be made for considering consolidation the following year.

This revised plan also considered the relationship with the Office of Program Evaluation. Although monitor and review functions differ substantially from evaluation functions, it seems likely that some confusion might result in a district, especially since the delivery system has created many changes in the Department's operations. Therefore, it was necessary to define precisely the areas of responsibility to be assumed by the Monitor and Review program and the Office of Evaluation.

It was also proposed that one evaluation consultant participate in the Consolidated Monitor and Review program. This person would assist in preparing procedures and materials related to legal requirements for planning and implementing an evaluation assessment. In addition, the consultant would participate as needed in Monitor and Review of on-site visits, adding specific expertise to the team and broadening its depth of experience.

This plan was circulated to key program personnel and program managers who would be concerned. Recommendations and criticism were compiled and the plan was modified. The proposal was resubmitted to Cabinet again on January 29, 1974. Additional modifications were made due to our emerging involvement with county offices.

A lesson was learned from the first proposal. It was somewhat lengthy and in more detail than was necessary at such an early stage. The revised plan was presented as an Executive Summary. A review of this plan may be found in Appendix E, "Consolidated Monitor and Review Services: Executive Summary of Revised Monitor and Review Plan."

This Executive Summary was succinct and very easy to follow. The plan also served as a good connector between the previous Cabinet presentation and the revised plan.

The Executive Summary restated the philosophy and purpose of Consolidated Monitor and Review. In addition, cross references were always made to the original proposal. In order to accomplish the purpose, the plan committed itself to the following philosophy of operation, i.e., positive reinforcement, objectiveness and openness, and quick response to complaints. Thereafter, the plan asked for Cabinet decisions. The request for decisions were as follows:

1.1 Cabinet Decision: Are these principles appropriate as general guidelines for operation of the Monitor and Review program? The decision was favorable.

2.2 Cabinet Decision: Should Monitor and Review have a goal of conducting comprehensive monitor and review in 180 consolidated programs? The decision was positive, but somewhat inconclusive.

2.3 Cabinet Decision: Shall 20 State Department consultants be redirected for Monitor and

> Review activity during 1974-75? Cabinet delayed this decision until later when a complete inventory of personnel in the Matrix could be made. I was responsible for conducting this inventory, but it was not to be made until much later. Nevertheless, the eventual later decision was favorable.

The second request for Cabinet approval did not provide everything we requested; however, it did provide a green light to proceed with the essential elements included in the practicum. We were authorized to begin developing the instrument and the procedures. We were also authorized to conduct on-site visits in 20 districts to test our procedures. Thus, the first very significant task in executing the practicum was completed. Consolidated Monitor and Review was a new, fully authorized departmental effort.

2. Recruiting Staff for the Planning Team

One of the greatest obstacles in starting any new program is what I term the recruitment or securing of staff to implement the new program. Even if the proper authority allows one to obtain the personnel, difficulties will arise. New positions require civil service concurrence and budgeting approval and this takes considerable time. In this program no deadlines would have been met if this avenue were taken. The alternative was borrowing or redirecting staff, and this is the technique I utilized.

In this effort we were authorized a four-man planning team and, later, a full complement of 12 professional staff members to implement the 20 pilot on-site visits. Although the activities in this program were indeed legitimately authorized by state and federal sources of funding, e.g., Senate Bill 90 (Educationally Disadvantaged Youth) and ESEA, Title I, securing the staff was another matter. The problem was further complicated by redirection that had already occurred. In essence, the Department was critically short of personnel available to accomplish the existing priorities; therefore, I was faced with a serious problem. I had the authorization, but had to encounter the difficulties of redirecting staff from other activities. I knew the tasks that had to be undertaken, but I had to wrestle the individuals from other units with less priority. Moreover, knowing the tasks, I had to consider people who could undertake the kind of work spelled out in the proposal.

The first staff person made available had excellent skills in the area of computer technology and previous experience with one of the sub-unit's individual monitor and review efforts. This person proved to be a valuable asset to the program. He initially worked with me on a part-time basis and after a few weeks was assigned to work full time, directly under my supervision.

The next person I recruited was also an invaluable asset. This individual had considerable experience in the area of program development of specially funded programs. This person was thoroughly familiar with working with the specially funded programs included in the consolidated programs and had served as a team member for the first year's effort in consolidated programs. This staff member was in demand by another unit and there was some difficulty in securing his services, but shortly he was assigned full time.

We proceeded to work as a team of three for several weeks, but the pressure was too intense. Additional help was required. I decided we particularly needed someone who understood the programs from a strong legal standpoint. Numerous laws, regulations and directions were existent, but nobody had ever totally analyzed them from an interrelated legal standpoint. Such an analysis was the responsibility of this unit, and one of the requirements that had to be met before building the actual instrument.

I knew a person who could do this, so I contacted him and persuaded him to join the planning team. After a rather lengthy delay, we secured the individual's services by completing a transfer and changing the source of funding for the position. This person was soon to perform a critical role.

The planning team was now complete. I was directly in charge and immediately supervised the staff. Two major obstacles remained. We had no space allocated for this effort and no secretaries. Based upon past experiences in educational agencies, allowing staff to remain in the old unit will not accomplish the objective. Since each staff member already possessed space in the old unit there was a problem of double-spacing.

I solved this problem by moving into an abandoned section of a floor which was to be remodeled; we just physically moved into a section which had desks. Shortly thereafter I secured janitorial service and the telephones were connected. We had a few months reprieve to solve the space problem.

Our authorization for professional staff implied we had secretarial help because of a set ratio; however, since the individuals came from separate units, no secretaries were available. This was a serious problem. The group used my secretary for several weeks, but the overload for her was too great. I solved this problem by borrowing secretaries from friends for short periods of time. Eventually, a secretary was redirected to the team and the problem was alleviated.

. The staff I recruited was diverse in background and experiences and sometimes there were differences concerning the approach to solving problems. I stayed very close to this group for a period of time. Later when we began to work as a cohesive team, I decided to employ a leadership technique. I started to use a force-choice technique. I asked the group to select a coordinator during my absences from the team. The strongest personality emerged, and I selected him as a coordinator for the planning team, who would work directly under my supervision when I was absent.

The work accomplished by the planning team was prolific and the quality was excellent. This task was completed quite satisfactorily.

3. Analysis of Legal Elements of Program

The monitor and review system I was developing would have to look at as many as seven categorical programs in action at each site. I had to establish connections among them concerning whether the funds were being used optimally in terms of the total activity at each site. Such was the purpose of developing a consolidated system.

Simultaneously, I had to design an instrument which was capable of examining the operational legality of each program. Most of the funds being used were categorical in nature. Each source of funds emanated from an independent law and set of regulations, and, each source of funding was directed toward a particular student population, e.g., economically disadvantaged, educationally disadvantaged. To further complicate the problem, each source of funding had its own constituency of school staff and community representatives which had developed over the years. Each source of funding had lobbyists, Congressional members and agencies which examined the funds closely in the interests of the specific student population or vested interests.

California's Superintendent of Public Instruction has been determined to build a consolidated delivery system which would deliver coordinated funds to children. At the same time he cautioned staff to build a system that would not allow eligible, disadvantaged children to "slip through the cracks." His firm commitment stated:

> "As you know, I have very deep feelings about compensatory education. I have shared your hopes for its success and I have fought side by side with you to overcome the obstacles that stood in its way . . . I give you my word, insofar as it is in my power, that not one dollar, not one dime, of funds appropriated for disadvantaged students will ever be diverted to any other purpose."[16]

This challenge was what motivated me to encourage the building of a monitoring system that would consider the rights of such children and legally protect our State Department of Education.

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[16] Remarks by Wilson Riles, State Superintendent of Public Instruction, Inservice Conference of California Association of Compensatory Education, Los Angeles, March 8, 1974.

Being motivated to design a monitoring system was easier than building one. There were many programs and each was similar in many ways, but quite different in other ways.

Analyzing the laws separately and in terms of intended usage presented a problem of congruence. Early consolidated attempts in Texas were unfavorably viewed by the Federal Government because it was perceived that the effort did not adequately consider balance between the totality and the individual parts, i.e., programs.

Congruence, as I am applying it here, refers to successfully analyzing the attempt to achieve total integration while considering the laws and rules and regulations of both federal and state categorical and general funding. How should one proceed then?

One of the responsibilities of the Monitor and Review effort, as I have stated, was to check program compliance with both federal and state laws and regulations. In an effort to meet this responsibility, I decided to attempt to illustrate congruence between federal and state law and our relatively new consolidated delivery system.

In order to check congruence, the planning team constructed a table designed to serve as a quick, but thorough, legal reference system which showed relationships between program concepts and the law. This was a most time consuming process because we had to gather all the laws and regulations, become familiar with their facets, and analyze them in terms of our new delivery system. This first new document was titled "Consolidated Regulations" and may be found in Appendix F.

Headings on top of the charts represent an attempt to follow major aspects of the newly designed consolidated approval process. The major headings were as follows: Comprehensive Planning, Inservice, Maintenance of Effort, Parent and Community Involvement, Participation of Children Enrolled in Non-Public Schools, Evaluation, Reports, Records, General Provisions, Comparability, and Inventories. Those were not precisely the same headings used by the Regional Service Teams; they were logical headings for the program under which laws could finally be categorized. The left column reflected the appropriate federal regulations; the right column provided the proposed State of California, Administrative Code, Title 5 regulations with cross-referenced California Education Code sections.

The reader will note that the interconnected parts quickly illustrated a triangular congruence among the consolidated delivery system, federal, and state regulations. The document became very popular with the staff members responsible for approving applications. This was not the intent, but they found that they could use it for determining whether projects met legal requirements before being approved. Some school district planners used it in a similar manner.

The document was essential to my planning team. We were able to use it as the foundation upon which we would build our procedures and instruments. In addition, it was useful as a quick reference showing where the consolidated rules and regulations and the application were complete or incomplete for each area.

Another very valuable achievement at this time was that the "Consolidated Regulation" proved that our consolidated delivery system was legal. The various interest groups and program constituents had been critical of the changes. However, we now had a document which could be used to illustrate our basic departmental compliance with the laws. Numerous program managers and staff members also used the document for this purpose during negotiations and visits to local school districts.

4. County Office of Education Involvement

Michael Scriven, national lecturer in evaluation for Nova University posits that the by-product of an objective may be more important than the objective itself.[17] In an important way, this principle applied to my efforts in the practicum. Due to a new commitment by the Department of Education, closer ties between California's 58 intermediate agencies, i.e., county offices, were being attempted. These units are, in effect, agents of the State of California, but they operate at local levels. These county superintendents are locally elected. They then select a staff and provide a number of different regional services to local school districts.

Recently, the California Legislature has been closely examining county functions. A number of Legislative members have been quite critical and have been examining county functions in terms of efficiency, cost effectiveness, and redundancy between State Department and county services.

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[17] Education Evaluation: Theory and Practice, Blain R. Worthen & James Sanders, Charles A. Jones Publishing Co., Worthington, Ohio, 1973, page 54.

With this background in mind, I decided to propose that we closely involve the county offices in our planning and implementation. This idea was fortuitous for it was quickly accepted and was even helpful in selling the total monitor and review proposal at the Cabinet level.

I designed a county office involvement that included a true peer relationship. It was proposed that all planning be jointly developed, including all instruments and procedures. This kind of intensive involvement in the initial stages of the program was unprecedented in California or any of the numerous state departments I have visited.

In order to achieve this kind of intensive involvement, I charted several action steps. The first step included a close briefing at the Chief Deputy Superintendent level. After this step was successfully completed, authorization was given to contact what is known as the "Six Area Chairmen," representing all of the county offices. This group had recently started monthly meetings with key administrators in the Department. A list of the names of this group may be found in Appendix G, "Six Area Chairmen."

My program manager and I presented our proposal to this group. After a one-hour presentation and a lengthy discussion, the representatives were enthusiastically prepared to participate. This group had been earnestly seeking a close involvement in the total delivery system. Although they were more interested in the work of the Regional Service Team (RST) approval system, they were willing to work with the monitoring system as an entry point.

When approval was given, I requested that this group select a planning team to work closely with me. This concept was also approved. A total of four representatives were selected from the following county offices: Placer County, San Diego County, Santa Cruz County and Stanislaus County. The individuals selected were of high caliber and proved to be of invaluable service. Moreover, they tended to politically represent key individual's areas, internal groups and organizations. If I could prove our credibility and sincerity with this group, the practicum would have a good chance of succeeding.

I immediately contacted these individuals after the county superintendents had sufficient time to notify them.

The individuals were enthusiastic and prepared to work; however, it was obvious that they were doubtful about how far I intended to go in creating the peer relationship and joint approval of all instruments and procedures.

In order to demonstrate our spirit of cooperation, I proposed that we conduct our meetings in the individuals' county offices. The approach was accepted and we were invited to have our first meeting in the Santa Cruz County Office of Education. I took my planning team of four State staff members to Santa Cruz and united them with the county office members. At this time I established the Joint County-State Planning Team, consisting of eight individuals. During the course of the practicum, this team would subsequently meet in Santa Cruz, San Diego, Modesto, and Sacramento.

The team was a unique group of individuals from various backgrounds, interests, training, and points of view. Over a period of months I served as chairman of the group and was able to bring the group into a cohesive unit. The group planned together, built instruments, designed strategy, and implemented programs as if they were from one agency. During this period, the effort was my primary responsibility and we spent a considerable amount of time together in widespread locations.

The first meeting in Santa Cruz was initially very slow moving. A considerable amount of time was spent in testing and getting to know each other. After a period of time, we agreed upon certain principles and procedures. Fundamentally, we agreed to the joint effort and the building of a positive monitor and review system. This careful approach was necessary because individual efforts of the past were perceived to have been somewhat negative by county office staff. We also agreed that unilateral actions would not be taken by either group. I was able to establish enough trust so that state staff could continue to develop materials when we were not able to be together and county staff would have the opportunity to review such work. This was necessary because my planning team was assigned full time and county staff members were assigned part time at this point.

At this meeting our primary product accomplishment was the preparation of a joint presentation to all county superintendents who would soon be meeting in San Diego. This product may be examined by referring to Appendix H, "Consolidated Monitor and Review: Proposed County-State Joint Services, Emphasis on Monitor and Review." Reflecting our joint efforts, this document was published by the Santa Cruz County Office audiovisual section.

In late January a joint presentation was made to the county superintendents. Although the Six Area Chairmen, who had given approval were all county superintendents and represented the entire group, it was vital that all 58 independently oriented county superintendents "buy into" the partnership. Earlier, I had planned in advance and secured a letter from the President of the Six Area Chairmen. This letter was developed by the county members of the planning team. Thus, the appeal for cooperation was not being broached for the first time.

The presentation was given in a planning session and was well received. During this joint presentation the basic framework was presented. We defined the total delivery system for there tended to be some confusion concerning role, function, and responsibility and about the difference between comprehensive planning, consolidated approval, and monitor and review. We explained the joint planning efforts, the Monitor and Review tools that had been developed to date, county office feelings, team accomplishments, and the "pay-off" for county offices. Finally, we asked permission to use twelve county staff individuals to work with twelve state staff members for the pilot on-site activities. We projected a request for 38 consultants for the following year.

We received many questions about the plan, but eventually the effort was unanimously supported. It was agreed that each area chairman would work with his constituents and nominate two full time equivalent positions for the pilot team. Each chairman would also nominate three districts: large, small and intermediate, to be reviewed by the team in the pilot effort.

After this large meeting in San Diego, the Joint County-State Planning Team continued to meet. The San Diego County Office hosted the team for an entire week. Secretarial, audiovisual, publishing and communication support were also provided. This was a very productive period for the practicum. Working closely together, we were able to build the key concepts for the instrument and procedures as well as a significant portion of the detailed parts of the key M-127 instrument.

Next the Stanislaus County Office hosted us in Modesto. There the harmony and detailed work continued. Between these meetings, additional meetings in Sacramento and our office work, the heart of the instrument and procedures became a reality. While the planning team was working, the Associate Superintendent for Secondary Education and I continued to meet with the Six Area Chairmen on a monthly basis in Sacramento and San Francisco. We kept them informed and they supported us and presented the names of county staff and districts for participation in the Pilot Monitor and Review.

In conclusion, the decision to include our county offices in the delivery system for Monitor and Review was a fortunate one. The cooperation was positive, a new working relationship was created, we were able to staff our pilot effort, and a trend was established. One additional outcome was that the State Department of Education has decided to involve county staff in all of our significant activities in the future. This policy is now official. We proved that it could be done when credibility is established through cooperative and equal working relationships. Finally, I believe the county office involvement was timely and helped sell the system.

Prior to my proposal, consolidated Monitor and Review field activities were not planned for the 1973-74 school year.

5. Development of an Instrument for the Pilot MAR

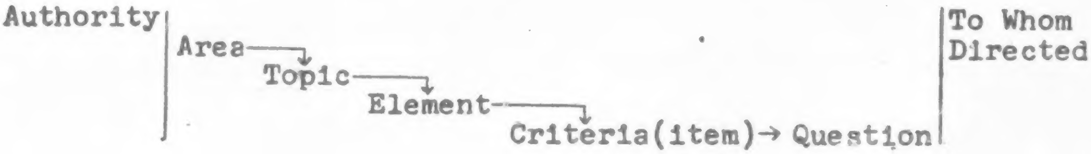
Working directly under my leadership, nine professional staff members commenced work on a consolidated monitor and review instrument. This team consisted of a coordinator reporting to me and eight other professional staff. Four of these staff members were the county office staff members. As indicated, this was the Joint County-State Planning Team.

At this time, I decided to conduct an ERIC search in order to determine what other work had been done in this area. The ERIC search was non-productive, which indicated that we were in a new educational activity area. My survey of the literature did reveal that an entity for consolidation existed. Under an ESEA Title V grant, the U.S. Office of Education funded COGRAM, Consolidated Grants Management. This is a joint effort by the U.S. Office of Education and seven state educational agencies to study and test the feasibility of developing a consolidated application to secure funds for various education programs. The COGRAM project had been funded by an ESEA Title V, Section 505, appropriation.

The project was started in the winter of 1972 and was last funded in April 1974. Each state has selected its own course of action and developed its own materials.[18] Work has been undertaken by these departments, but the accomplishments related only to the development of the consolidated application. I was simply unable to find a comprehensive consolidated monitor and review system. It was at this point that I realized I was exploring new territory. This made the task more difficult, but it did make the practicum effort quite innovative and suddenly more exciting.

After several attempts and failures to reach an agreement, we decided upon the following modus operandi. We would undertake a content analysis extending from the identification of general areas through the identification of Monitor and Review items and questions. Chart I reflects the basic procedure.

Level (District-School)



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[18] COGRAM, Consolidated Grants Management, U.S. Office of Publication, 73-266, DE 6481 7-74, 1,500 U.S. Government Printing Office.

This analysis addressed the areas and the topics within each of these areas. We next considered elements within each topic. We divided the MAR process into two parts, i.e., district level MAR and school level MAR. Appendix I, "Monitor and Review, Comprehensive Program Element Identification" illustrates the areas and topics. We decided upon six general areas at the district level:

- Comprehensive Instructional Plan
- Maintenance of Effort
- Parent and Community Involvement
- Dissemination of Information
- Evaluation
- Fiscal and Administrative

Four general areas were used for the school level analysis:

- Comprehensive Instructional Plans
- Maintenance of Effort
- Parent and Community Involvement
- Evaluation

The Monitor and Review procedure was developed to involve the examination of consolidated programs at both the district and school levels during program implementation. The new instrument, which I titled M-127, to match our A-127 Consolidated Application, was designed to assist in this function. I was determined that we should not create a new consolidated monitor and review model divergent from the new consolidated delivery system. We would develop a system that was compatible with the new consolidated application effort. From this standpoint, our monitoring system would reflect the legal requirements in such a way that it would equal the sum total of all of the consolidated rules and regulations. I did add the federal regulations which were not directly stated in the Consolidated Application (A-127).

The points of inquiry were grouped under topics and the topics were grouped together under the general areas I described. This instrument was developed in order to give direction to the inquiry. The questions, then, were directed to the review staff and not to be responded to by the interviewee.

The instrument became known as the M-127 which may be found in Appendix J, "Consolidated Program Composite M-127." The instrument is best understood by referring to the development procedure. Earlier, under legal analysis, the federal and state regulations were grouped by common categories. Next, we determined the major reporting areas. An analysis then occurred which moved from areas to topics.

In order to understand this movement, one must peruse the headings found in the M-127 instrument found in Appendix J. Page 4 of Appendix J has also been included as Chart II for purposes of illustrating the document. These headings are found in the center of the page directly under MAR Points of Inquiry, e.g., 1.0 Comprehensive Program Planning; 1.1 Selection of School Sites, Page 4.

Later the analysis continued from topic to element and these may be also found in the document, e.g., column 3 and 4 on page 4. In these columns Selection of School Sites 1.1 is broken down into topics and elements, e.g., Title I, (a) Selection, (b) Grouping, (c) Ranking. The analysis originally included another refinement criteria. Since field staff were unable to distinguish between element and criteria, these columns were eventually collapsed into one.

Each item we identified was used as the basis for a point of inquiry and the composite instrument was prepared on a data sheet so that the authority as well as the on-site source could be indicated.

AUTHORITY KEY

1. Consolidated Program Regulations
2. Instructions for Comprehensive Program Planning
3. Instruction for Preparing the Consolidated Application
4. Instructions for Consolidated Reporting
5. Instructions for Consolidated Evaluation
6. Instructions for completing Comprehensive School Program Plan·

MAR
POINTS OF INQUIRY

Area 1.0 Page ____ of ____

Comprehensive Program Planning

Topic 1.1 Selection of School Sites

INTERVIEWEES OR SOURCE

1.	Program Director	6.	Principal
2.	Business Manager	7.	Resource Person
3.	Teacher	8.	Application
4.	Aide	9.	School Plan
5.	Parent	10.	Planning Products

AUTHORITY		TOPIC	ELEMENT	CRITERIA (item)		QUESTION	YES	NO	YES	NO	YES	NO	YES	NO	LEVEL		INTERVIEWEES							
Key	Section														D	S	1	2	3	4	5	6	7	8
					1.0	Comprehensive Program Planning																		
						Comprehensive program planning was completed for the district and each participating school									x									
2	1.5	1.1 Selection of School Sites			1.1	Selection of School Sites																		
1	115.17 c,d 3934 d					School sites were selected according to regulations for each of the programs included in the district consolidated application as listed below:																		
2	1.5.2 1.5.6	-1 Title I			1.1-1	Title I											x							x
	116.17 c,d,f	(a) Selecting source data				(a) Source data were collected																		
	3934 a, d	(b) Grouping source data				(b) Source data were used for grouping schools																		
		(c) Ranking & Selecting school sites				(c) Source data were used in ranking and selecting school sites																		
2	1.5.3	-2 Title II			1.1-2	Title II											x						x	x
1	117.3 d	(a) Distribution of materials				(a) Distribution of school library resources was made to schools with students who have greatest need																		
1	3934 e					(b) Adoption of a material selection policy was made by the district school board																		

CHART II

Additional features of the instrument are illustrated by referring to the document itself. There were two parts to "Authority." The first column was keyed to the basic documents in the new consolidated regulations which were described at the top of the page. The second column, titled "Section," referred to the law or regulation itself. It should be noted that all were correlated.

The "yes" or "no" columns refer to the existence of one of the 22 required products or compliance with a specific law. Then the criteria became the satisfactory development of the 22 as required in the regulations, plus the law. The column, titled "Level," refers to district. The nine-part column marked "Interviewee," referred to our source of securing this information. The sources were reflected at the top right part of the document. We agreed that our on-site MAR teams would require interaction with the following:

- Program Director
- Business Manager
- Teacher
- Aide
- Parent

- Principal
- Resource Person
- Application
- School Plan
- Planning Products

One example will help clarify the planned usage of the instrument. The first page of the instrument proper, refers to Area 1.0 Comprehensive Program Planning. Topic 1.1 refers to the Selection of Schools Sites and 1.1-1 refers specifically to ESEA Title I. Key 2 indicates that this criteria is specified in the "Instructions for Comprehensive Program Planning." Under "Section," it is evident that Federal Regulations, 116.17 (c), (d) and (f) and California Administrative Code, Title 5, Section 3934 (a) and (d) both have requirements. When one refers to these laws, it is clear that there are specific criteria related to (a) selection, (b) grouping, and (c) ranking. We then connected these criteria to specific questions found in the center column, e.g., (a) source data collected, (b) source data used for grouping schools, etc. Finally we would determine the answers by talking to the Program Director and examining the Planning Products.

The process seems succinct to one not familiar with the rules and regulations, laws and planning procedures. However, even this succinct encapsulation of the entire process is lengthy. It was obvious that extensive inservice would be necessary to enable a field consultant to use this instrument, and training would be necessary in the planning process. Staff would also have to be trained in interview techniques and analyzing the required products, e.g., needs assessment.

A draft of this document was sent to all interested program managers and consultants working in the regional teams. Their comments were solicited and modifications were made based upon their input. At this turning point, the basic instrument was ready. Later this instrument could merely be subdivided according to areas and directly used by consultants working on the future on-site review teams.

6. Establishment of Complete MAR Procedures

With the legal analysis completed and the primary instrument M-127 completed, the next major task was the development of the complete Monitor and Review procedures. The complete procedures are somewhat analogous to the management plans recently used in some businesses. The steps involved were complex and had to be systematized in order to avoid confusion and duplication of effort.

I shall not attempt to describe every minute procedure that was developed; however, Appendix K, "Monitor and Review Implementation Design, Schedule of Events" is helpful in illustrating the sequence of events. Part B on the second page illustrates some of the management considerations. My first step was to develop the materials necessary for completing the Monitor and Review Procedure Plan. These steps first included developing a scheduling procedure. In order to do this we developed regional statistics reflecting the size of the project, a scheduling procedure and a Master Monitor and Review Control Chart which would be used internally to plot our daily progress. I also decided that we could systematize the operation by preparing pre-and post-letters to the district in advance of the review. District summary data sheets would be prepared so that consultants could quickly become familiar with the main ingredients of a local program. The Monitor and Review report form also had to be developed because it would later become the basis of our official report. An on-site guide would complete the basic Monitor and Review Procedures.

The best way to describe the Monitor and Review Procedures is to make reference to Appendix L, "Monitor and Review Flow Chart." There were five sequential steps: 1.0 Pre-Planning; 2.0 On-Site Visit; 3.0 Exit Interview; 4.0 Final Monitor and Review Report. These steps flow from left to right on the top of the flow chart. Under each step moving downward, may be found some events that would occur.

Under "Pre-Planning," the first event was the prepared letter which was sent to the district superintendent and the project director. The purpose of this action was to coordinate the Monitor and Review visit. The letter indicated the dates for the possible Monitor and Review visit and district concurrence with that date.

Event 1.2 called for arranging interviews with the Consolidated Program Director in the district. The Monitor and Review Coordinator, working with the Program Director scheduled interviews for individual Monitor and Review team members with program personnel within the district. Past experience had taught me that this kind of scheduling was vital. Parents cannot be available at just any time. Teachers' classes must be covered, substitutes must be requested and the administrators must carry on their responsibilities. Confusion and bad feelings were reduced by using this technique.

Event 1.3 called for the preparation of materials for consultants and county office staff. These materials included:

- Material check list (Form M-3)
- Assignment Sheet (Form M-4)
- M-127
- Report form and instruction sheet (Form M-2)
- On-site guide reference (Monitor and Review Reference #4)
- District summary sheet (Form M-1)

The purpose of these materials was to provide a systematic, orderly method of reviewing the projects.

In step 1.4 the Monitor and Review Team Captains would review the purpose of the visit with the team. The Monitor and Review Administrator would brief the team leader concerning the nature of the visit and the distribution of materials.

Completion of these events moved the procedures to the On-Site Visit (2.0). Event 2.1 involved an orientation for the district staff concerning the visit. The Monitor and Review Team met as a group with the district staff so that district personnel could become oriented to the Monitor and Review system. In turn, the review team members used this opportunity to familiarize themselves with the consolidated program offered in the district.

This kind of meeting was also helpful in alleviating district concerns about the nature and purpose of the visits. This procedure allowed the different staff members to interact prior to conducting the visit.

Interviews, in event 2.2 were conducted with administrators, fiscal personnel, teacher aides, community representatives and students. Classrooms were also observed. This event, was, of course, the heart of the on-site review. The kinds of questions asked during the interviews are reflected in M-127, the key instrument which was previously explained. This instrument may be reviewed by referring to Appendix J, M-127.

At the end of each day the Monitor and Review team met as a group (2.3) in order to summarize the findings. This visit was helpful in clarifying what had been seen by the various staff members. During this meeting a total picture emerged which tended to smooth out rough edges and distortions by individual team members. These meetings tended to highlight team differences. However, they also resulted in an eventual consensus which avoided totally erroneous reporting.

Event (2.4) consisted of preparing a report reflecting the findings of the entire Monitor and Review Team. This report was to be prepared the evening before reporting to the district. The evening session was designed to achieve basic consensus.

The next step in the flow of events was the Exit Report (3.0). Based upon some bad experiences I had earlier--less ambitious monitoring efforts--I decided we had to have an exit presentation (3.1) of the report to the district staff. This report was read to the district staff as an exit presentation on the last day of the visit. There were two good reasons for including this event. First, staff are less reluctant to be overly critical if they have to relate the findings directly to the district. Secondly, the district has a chance to react and tends to be less critical of the final report, i.e., the rough edges of perception are smoother.

The final event in this sequence was the opportunity for the district staff to make input (3.2) into the report. Here was the opportunity to negotiate with our staff, if desired. I insisted that our staff not include in the final report any items not mentioned in the exit report. Thus, the opportunity to cover everything came forth here. Sometimes there was disagreement, but there was usually a strong degree of concurrence. Thus, there were few surprises and no challenges to our final report.

The final two steps in the Monitor and Review Procedures flow of events are the Final Monitor and Review Report (4.0) and Report Distribution (5.0). These steps should be described concurrently because they are closely interrelated.

Preparation of the final report was a complex procedure in terms of work involved and clearance within the Department. The Monitor and Review Team Captain was responsible for preparing the report, based from evidence submitted to him by the total Monitor and Review Team. He then submitted the report to the Monitor and Review Administrator. This procedure usually required several transactions for clarity and accuracy. Draft reports were then sent to key departmental administrators for their reactions and recommendations.

The way I established the system, the final signature for any official report became that of my manager, the Associate Superintendent for Secondary Education. I read and analyzed each report thoroughly and recommended that it be approved or disapproved. It was clear from the beginning that as we grew into a larger operating unit, our small policy setting staff would not be able to implement on a daily basis. Our influence would have to be maintained through alternate responsibility as represented in the signature block.

The final report then became a document from our unit to the superintendent of the local school district.

Copies were also submitted to the district project director. We sent copies to the county superintendents because of our close working relationships; this was a totally innovative approach. Other copies were sent to concerned administrators within the State Department of Education.

7. Selection of State Department of Education Staff for Pilot MAR

Starting any new program within a large agency is a most difficult process. Although the excitement of starting new efforts is stimulating, there are many impediments which work against change, even when it is desired by the organization. Two of the most serious obstacles are securing staff and space to locate the staff.

Obtaining new staff almost prevented me from succeeding in my efforts to implement my Maxi I Practicum when I was working in Washington, D.C. The shortage of staff was so serious there that the program was constantly in jeopardy during the initial stages. My efforts to secure staff assistance in this California practicum effort were not quite as difficult, but they were certainly, once again, one of the most difficult obstacles.

When the proposal was approved, I had a team of three professional staff members and two secretaries. This team was expanded by four when the county staff members joined the effort. Three state staff members were quickly recruited by me and assigned with some problems I have already indicated. The most serious problem for this team was securing space. I was firmly committed to the principle that ad hocracy is more productive when the staff can work together in one physical location. Since these staff members were already assigned desks in other units, it was difficult to allocate double space. The pragmatic solution to this problem was to move into temporary quarters and proceed in spite of the problem.

As the program grew, I began to look forward to the Pilot Monitor and Review. No longer were we a planning team. We had to become an operational unit. Consequently, I had to face the task of finding personnel in order to implement the practicum. I had determined that the workload would require fourteen professional staff and six secretaries. We would have two teams and a complaint procedures unit which would function from February through June. During July through October we would work on promising educational practices and modification of the instrument.

Since we did not have the staff members under my program manager's control, we would have to negotiate with other units in order to redirect staff to this priority effort. As a general principle, individual program managers are inwardly very opposed to such an arrangement. The concept of ad hocracy is sound in theory, but the pill is bitter when these separate managers are confronted with either a permanent or temporary loss of staff.

My efforts were first directed toward staff members who were in an existing review unit in another activity support unit. There was excellent support here and the individual staff members were anxious to work in the new unit. Thus, three new members were rather quickly added and contributed to the rapidly accelerating workload being generated in anticipation of the pilot on-site visits.

An additional staff member was also added rather rapidly. I was aware that an existing program would soon be terminated by the State Legislature so I approached this very well qualified staff member who fortunately, was willing to move immediately. There were now six professional staff members working under my supervision.

The remaining series of negotiations were not as productive and indeed very painful. I had to interact with ten different program managers in the attempt to secure the remaining consultants. Deliberations were time consuming and confusing. Excuses were made, alternate proposals were given, and all efforts were futile.

In desperation we submitted a memorandum of agreements and disagreements concerning each staff member being considered for inclusion in the program. The person's name, unit, and manager were included. A summary of the progress was also included. This memorandum precipitated high level negotiations. As a result of this procedure, five professional and two secretarial staff members finally were assigned to the program. I considered this situation a success. We now had 13 staff members.

One significant addition remained. Since my program manager had decided that he wanted me, by this time, to design the project, get it started and then remain working directly with him as an administrator in the Secondary/Adult Age Span, the proposal called for a Monitor and Review Administrator who would be responsible for field implementation. I would continue to be closely involved by working with the staff, controlling policy and clearing documents and procedures. All major instrument, policies and documents would require sign off from our office.

The original plan called for this administrator of the Compensatory Education Activity Support Unit to serve as the Monitor and Review Administrator. Due to this person's already heavy workload, this plan did not materialize. We therefore searched for a replacement, and another administrator was selected who would report directly to our unit. Unfortunately, he could not assume the duties immediately, so I continued to directly supervise the staff and personally carried the project through the joint inservice training.

The new Monitor and Review Administrator remained with the program and directly supervised the pilot Monitor and Review and implemented the plan exactly as designed. This person performed well, but was replaced on July 1 by a second individual who assumed the responsibility for the next fiscal year's effort.

Although there were difficulties, I was successful in securing the staff required to implement the pilot effort. The program was able to move from the planning to the operational stage.

8. Recruitment of County Office of Education Staff for the Pilot Effort

Fundamental to the design of this program, was the involvement of county staff in the entire process. As I described earlier, the county representatives participated in planning the design of the instruments and procedures. Participation was cooperative nearly from the beginning. Since the county offices of education were involved in building the program, staff in these offices equally identified with the effort.

The planning team, for which I served as chairman, decided to support me in my desire to utilize county staff in the field implementation. The design in the original proposal called for two county staff members per team. These staff members would participate in the Pilot Monitor and Review as equal members of the team.

Each team would have five to six state and two county staff members assigned. Although this representation was not proportional, we agreed that the next year's effort would be distributed more evenly. We realized that most county staff could not participate during the entire five months of on-site visits between

February 1974 and June 1974. Therefore, we decided to accept candidates on a rotational basis.

I requested each of the Six Area Chairmen to nominate three county representatives. I made this request to the Six Area Chairmen during their San Francisco meeting. They readily agreed to support the request.

Each of the Six Area Chairmen contacted county superintendents within the appropriate regions. Requests were made by telephone and through a large number of regional meetings. During this time, I also traveled to individual county offices and regional meetings requesting staff assistance.

The output of this effort was 18 new county staff members who were assigned to work on the Pilot Monitor and Review. In addition, the four members of the planning team agreed to participate. We immediately began contacting the individuals assigned to Pilot Monitor and Review Teams by the county superintendents.

During this time, a very fortunate event occurred. One of the superintendents who served as an Area Chairman decided to make a very substantive commitment to the program. He decided to assign one of his professional staff members, who served on the planning team, full time. This staff member served full time between February and July, and her intellectual and human relation skills were absolutely superior. She made the single most important contribution in keeping the staff, from two separate agencies, working together. As disagreements naturally occurred, she personally applied her expertise and skills in resolving differences. This individual was a team builder in the finest sense. From my perspective it is clear that she kept the teams together and was the catalytic agent which brought the two agencies into such a close working relationship. This full time assignment was a by-product that I did not anticipate, but it was certainly a fortunate circumstance.

We were now ready to begin. We had 9 state staff and 22 county staff ready to participate in the Pilot Monitor and Review. With the exception of the Monitor and Review Administrator, staff recruitment was complete at this time.

9. Joint MAR Inservice Training

When I had the required number of state staff and county staff ready to participate, the next major accomplishment would be successful inservice training. The new instrument was a complex one, the procedures were intricate and the sensitivity of monitoring necessitated a well-trained staff.

I decided to plan the inservice as a joint effort with the county offices. I also made a major decision to have the inservice begin in Sacramento for preliminary sessions and to ask the most supportive county office, which was 90 miles away, to serve as host for the remainder of the week.

I also devised another important strategy. In order to alleviate concerns of the Regional Service Teams who approved the programs we would monitor, I decided to ask key staff members in those units to actually teach most of the detailed classes by using our instruments.

I decided to begin the program in Sacramento for two reasons. Sacramento has easy access and we would also have the opportunity to invite key State Department officials to participate. The inservice actually started on March 12, 1974. Fortunately, we were able to have the Superintendent of Public Instruction, Dr. Wilson Riles, available to greet the entire state and county staff. He gave an excellent speech supporting the effort and stressing our new, emerging partnership with county offices. Additional speakers included my program manager, his manager, the coordinator of the Regional Service Teams, the Assistant Superintendent for Compensatory Education and myself. The agenda may be examined by referring to Appendix M, "Monitor and Review Inservice," State Department of Education, California County Schools, March 12-15, 1974. Indicative of the joint effort, was the fact that the agenda was published by the Santa Cruz County Office.

We convened for a luncheon meeting in Sacramento, then the entire operation moved to Modesto, California, where we were sponsored by the Stanislaus County Office. Activities there began with a get acquainted small group dinner.

The heart of the actual training began on March 13 in Modesto. The key county representative from the

Stanislaus County Office who was assigned full time welcomed the group.

I opened the inservice instruction per se during a general session for all 47 state and county staff. I carefully explained our purpose, the Monitor and Review mission and the detailed aspects of our procedures.

Immediately after my presentation, we moved into an information faire concept. It was the planning team's strong desire to move away from the traditional lecture approach. The group was divided into five teams: Green, Orange, Red, Yellow, Black. Each team was led by a state or county staff member who had been a part of the planning team. This group would stay together and move from station to station. The system was somewhat analogous to the cluster approach used in individually guided instructional programs.

During the first day there were five instructors from the Regional Service Teams who covered the following topics:

1. Fiscal and Administration
2. Selection of School Sites and Selection of Pupils
3. Program Goal Statements

4. Needs Assessment
5. Restructuring of Comprehensive Programs

Each area constituted the embellishment and rationale needed to understand key questions staff would ask during the on-site visits. Each area referred directly to specific parts of the M-127 (Monitor and Review Instrument) and was correlated directly to the existing consolidated rules and regulations and the application.

Every 45 minutes a section was concluded and the groups rotated in a set pattern. Thus each group received all instructions in all five areas.

The same procedure was repeated on the third day. The following topics were covered:

1. Individualized Instruction
2. Parent and Community Involvement
3. Dissemination of Information and Evaluation
4. Isolation and Segregation
5. Non-Public School Participation

By the end of the third day, the necessary components were covered. Then we proceeded to training in communications and discussions of group effectiveness. This training also covered the final day.

The final day closed with an announcement of the districts we would visit. I had prepared a list of districts and gave county staff an opportunity to sign up for a time and location of their choice.

The inservice was evaluated by the participants; the results were explained in the evaluation section. The results of the inservice training were very positive. Staff absorbed a heavy schedule and seemed to be prepared to function in the schools.

10. On-site MAR Reviews

Now that the instruments and the procedures were developed and the staff members were trained, we were prepared to conduct the on-site reviews. I have termed this a pilot effort. However, the number of districts to be visited in the pilot Consolidated Monitor and Review effort was more extensive than the average number of separate formal reviews conducted during the past four years.

I had selected the two captains to lead the teams and recommended the Monitor and Review administrator to my program manager. We were ready to conduct our on-site monitor and review program.

We decided to have two teams. Team A would serve Northern California. Team B would serve Southern California. Both teams started their reviews on the same day, March 18, 1974. Appendix A, "Programs Reviewed During Pilot Review," reflects the actual programs which were visited.

By this time we also had determined which county personnel would participate in each visit. Letters were sent to each county staff member confirming that person's responsibility. We also notified the persons about travel arrangements and accommodations. Materials and a packet of information were also sent.

All staff, state and county, received a Monitor and Review Consultant Handbook. This Handbook included our goal statement, the Monitor and Review Procedure Plan, Observations and Reporting Area Grouping, and the Reporting Format. We also provided a schedule of visits which included the Regional Data Sheet, Regional Grouping, the M-127, and schedule forms for the visit. Each consultant, it was anticipated, would have the materials which the team captain deemed important for a particular visit.

We decided to use one staff member to move in advance of the team and make necessary travel arrangements. This person was primarily responsible for meeting with the districts and preparing a schedule for each unit. This schedule would eliminate wasted effort and would be tailored to the individual district. The responsibility included an hour-by-hour, day-by-day, schedule for each consultant. The schedule included classroom observations, interview times, places, and required materials. This information was placed in a document known as "On-Site Data Sheet for Monitor and Review Consultant" and may be examined in Appendix O.

This data sheet provided the basic descriptive information such as the name of the district, the superintendent, the address, critical dates and the project number. Target schools and the areas to be visited were listed. The document also indicated who would be interviewed and in what area. On page 2, an hour-by-hour schedule provided clear directions concerning who should contact whom, and for what purpose and where.

"The Monitor and Review Observation and Reporting Area Grouping," found in Appendix P, represented a controversial deployment decision. This format prescribed the areas, ranging from 1.0-7.0, the level (district or school) and the personnel requirements. Cross references were also made to the Monitor and Review Instrument (M-127).

This procedure was predicated on the assumption that one person would handle an entire area, e.g., 3.0 Parent and Community Involvement. That person would move from school to school if necessary. Several of the staff members were opposed to this schedule because it was too complex and required too much movement. Eventually I backed a staff member who strongly justified the procedure.

The arrangement worked quite well for the small districts, but it fell apart in the larger ones. We quickly rearranged our plans and kept consultants in one location whenever possible. My decision to adopt this procedure was in error, so I quickly made the modification.

Conducting the on-site visits was a task that moved very smoothly. The teams proceeded to the field at the beginning of each week and remained on-site for two or three days. State staff was joined by district staff at the school site. Each Friday we conducted a review of the procedures, made corrections in the system, prepared reports and made plans for the next visit.

Because of district requests, we were forced to cancel four scheduled reviews. Since each district had been nominated by our county offices, we decided to honor the requests by not visiting them. Thus, these elementary school districts were not visited: North. Red Bluff and Eureka; and South. Goleta and Santa Barbara.

One additional district was added due to a special request from within the Department. We added Ukiah because of a number of special problems there resulting from community problems and concerns by the State Department and the U.S. Office of Education. We were unable to add alternate districts for the remaining three cancellations. Therefore, we conducted a total of 17 program reviews in 74 school sites.

I believe the on-site reviews went smoothly because of the detailed attention to procedures, the structured questions, and the intensive inservice training. I also had planned a sequential schedule that moved from a small, one-school district to the more complex multiple school district.

report. The letter explained our authority, our responsibility and the purpose of the visit. The letter also made reference to the Regional Service Team leader who could be contacted for follow-up assistance. It was my belief that the Monitor and Review Team would be moving too quickly to provide detailed follow-up technical assistance.

"The Monitor and Review Report," found in Appendix D, was designed in a prepared format that facilitated completion. The top of the first page allowed space for filling in descriptive data. All of the county and state staff were listed, as well as the categories of people interviewed. The introduction was standardized and applicable to each district.

The second page was devoted strictly to commendations. Here, in order to create as positive a plan as possible, the team was encouraged to provide a narrative of all of those events or findings that were deserving of special praise.

The remaining portions of the report were designed to totally correspond with the M-127 (Monitor and Review Instrument) used by the consultants. An outline of the composite (M-127) was included in the report for the convenience of the reader in gaining an understanding of the comprehensive program review. In addition, the district was provided a copy of the composite monitor and review Points of Inquiry (M-127) during the preliminary planning for the visit. This instrument contained the basic criteria on which the report was based.

The Monitor and Review Team, composed of state and county staff, conducted the on-site visit. The Monitor and Review Team's detailed analysis of the district's consolidated program was reviewed and summarized by the team as a unit. In the interest of brevity, this report constituted an exception instrument. If there was no specific notation, the district program was found to be in compliance. Items found not to be in compliance were noted on page 3 and discussed on the following pages.

An examination of one district's report will be helpful in illustrating the system. The district's name has been removed and designated as "District X" in Appendix O. An examination of page 3 reveals that the content outline corresponds to the basic instrument

(M-127) used by consultants. This district had the following compliance discrepancies:

1.8 Identification of Resources
1.9 Individualization of Instruction
3.0 Parent and Community Involvement
4.0 Dissemination of Information
5.0 Evaluation
6.0 Fiscal
6.4 Waiver Procedure
6.5 Continuity of Funding
6.6 Inventories
7.0 Program Management Systems

Subsequent pages refer directly to these discrepancies as noted on page 4. The reporting area was indicated; the second column stated that compliance could not be clearly established. The last column then contained our recommendations or requirements.

The final reporting system worked quite well. I had decided earlier that reports should be distributed within one month of the on-site review. In some cases we were a few days late because some of the reports had to be rewritten several times. However, in general, the systematic procedure worked very smoothly. Since districts had had an opportunity to discuss some of the discrepancies during the exit interview, there were no substantive protests or complaints against our reviews.

12. Development of a Modified MAR Instrument

The pilot effort was successful and had a considerable impact upon local districts and the State Department of Education. The State Department made a decision to make the Consolidated Monitor and Review Unit permanent within the Department for the 1974-75 school year. Based upon our experiences in the pilot effort, a modified instrument was to be developed for the larger effort.

During a period extending from November 1973 to July 1974, I was able to work almost full time on this effort. After that time I was only able to work part time. By this time my program manager was sufficiently pleased with my work--he decided to keep me on his staff and expand my areas of responsibility. For career reasons, I decided to accept the change. An understanding was reached that I would continue to be involved because of my practicum interests. Therefore, I still had the opportunity to work on Monitor and Review, but my time was limited. As contrasted from my earlier direct control, I moved to general strategy and review responsibilities.

As a result of my new assignments, elements of the modified instruments reflect some new dimensions and procedures. By this time the new Consolidated Monitor and Review System had begun to have a considerable effect upon other units within the Department, as well as local districts. A large number of other leaders and staff members became involved in developing the modified instruments and the delivery system for the next year. Some of these modifications were an improvement while others caused unanticipated difficulties. None of the changes altered the basic objective of the practicum.

The modified instrument may be found in Appendix Q. A summary of the differences from the Pilot Monitor and Review Instrument (M-127) illustrate the modifications. The most fundmental change was the addition of a quality rating scale. The new instrument also divided the pilot compliance section site school level and district level sections. The new instrument added bilingual points of inquiry, and the entire document was published in Spanish as well as English. For the ensuing year 1974-75, a decision was made to title the new unit Consolidated Program Review and Improvement and the instruments were renamed to reflect this change.

The new name for the next year's effort was designed to imply broader responsibilities and to reflect a more positive image. The title called for a quality assessment of programs, assistance with program improvement, possible replication of promising practices and the development of written materials which would identify and disseminate successful practices and programs.

With the exception of the quality rating instrument, the de facto functions remained basically unchanged. Teams are still performing the monitor and review functions in a similar manner. As with the pilot effort, promising practices and replication of successful practices did not materialize --just as with Gertrude Steins' rose, monitor and review remains the primary operational function.

The quality rating scale represents a substantial change in the modified document. The quality rating scale represents a scale ranging from 0-9. Staff conducting the monitor and review effort actually rate schools in specific areas and add these points for an aggregate school rating.

Unlike most other parts of this practicum, this one aspect of the plan was not part of my conceptualized solution.

This new tool represents the work of three units and a very large number of professional staff. The criteria are derived from three sources. First, the Pilot Monitor and Review Criteria was used. Second, the Early Childhood Education Rating Scale was used. This document represents the work of 150 professionals who were called together by the Superintendent of Public Instruction in 1972 and 1973. Finally the National Right to Read Assessment Scale, which I helped develop while I was in the U.S. Office of Education, provided a substantial part of the input.

The quality rating scale was added because California law required one of the programs (Senate Bill 90 for Educationally Disadvantaged Youth) to be assessed by the Department. Section 6499.234[19] seemed to require that the Department reduce funding for ineffective programs beginning with the 1974-75 school year.

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[19] Senate Bill 90, Chapter 1406, Section 6499.234.

The Legislative Analyst's Office, at this time was taking a strong position for accountability. Leadership within the Department responded to this direction and decided that the way to achieve strong accountability was to add a quality rating scale.

An examination of the school level and district level points of inquiry in the compliance section reveals no substantive changes from the original M-127 in Appendix J. The same points and questions were merely placed in slightly different format. The introduction of bilingual points of inquiry represents the only significant modifications.

Some of the modifications in the new instrument were based upon input from local district and community representatives. The modified instrument was widely circulated throughout the State. The Department conducted meetings in the six regions of the State and communicated with hundreds of people in an attempt to secure field input for an instrument which would affect their programs.

The new procedures call for an expanded version of the pilot effort. The number of teams has been expanded from two to six regional teams. There are now 13 professional and 5 secretarial state staff working in the new unit and 87 county staff. Between October and February the teams review local school and district offices. Reports are given and improvements suggested. From March 1975 to June 1975 the teams will revisit those districts that are not in compliance with a very extensive team visit.

The modified instrument was approved by the California State Board of Education in September 1974. Moreover, the new unit is operational and is actually monitoring and reviewing programs throughout California. The teams are scheduled to review 414 schools in 71 districts.

III. WHAT I LEARNED

The paramount learning experience for me in this practicum was a clear understanding that one can actually make an educational change happen by carefully establishing one's goals and then exercising sheer determination. When I started to develop the monitor and review system I was told that it was impossible and that I was more than a year ahead of any potential action in this area. Nearly everyone had a different response, but the recurring theme was a constant one of reasons why the objective could not be completed.

This theme intimidated me in the beginning and almost made me decide to attempt a less ambitious educational change for the practicum. However, my program manager was sympathetic and encouraged by my proposal. As a result, I decided to accept the offer from Nova University that a practicum did not have to completely succeed for the effort to be successful.

With odds against me and a task force of one, I decided to establish my objective and was determined to develop a real system of accountability in California's specially funded programs. Since this practicum, I have practiced this determination in other efforts. I have found that people will object and say "no" to proposals. However, if the idea is basically sound, the educational change can be implemented.

This learning experience seems to coincide with Nova's intent to create change agent abilities in its participants. Change, I have found, generally fails to occur only when there is no effort to implement new ideas. This level of confidence has begun to be helpful in my professional career, and I have already applied the process to other areas.

As I implemented this practicum I learned, out of necessity, how to implement change through other people. Regardless of one's rank in a large system, there are decision makers above him. If one wants to begin a new program he must rely on other people and learn how to use their positions and capabilities in fulfilling the objective.

One must learn to subdue his ego at times in order to exercise change in the name of others. For example, if the change is fundamental, the higher the rank of the individuals supporting that change, the better chance of success. Thus, it is ego satisfying, but sometimes inappropriate, to place one's own name on certain documents when another name might provide greater influence.

Changes may also be exercised by working through subordinates. If talent exists in subordinates, failure to utilize these abilities illustrates a lack of leadership. In this effort I quickly learned the advantage of recruiting and utilizing talented subordinate assistance. Based on some less than desirable experiences in Practicum Maxi I, I learned to closely supervise this delegated assistance and to provide positive reinforcement when competent work was manifested. Both subordinates and superiors seem to cooperate better if there is something in the plan for them that happens to correspond with their personal objectives.

This practicum certainly taught me some real lessons concerning the elusive nature of power. As indicated earlier, the practicum became a reality even when most individuals were telling me that it was not possible to actually implement. Then, just as I unexpectedly sat back and enjoyed various successes, I would suddenly find obstacles. Some obstacles nearly destroyed the plan at times.

Power seemed to surge and ebb suddenly and unexpectedly. Being "in the real action" seems to expose one to this kind of change. When a program is beginning to emerge, there are always those who say "No!" However, after it slowly begins, individuals and obstacles seem to ignore the effort because the "territorial imperative" is determined. Later, when a change becomes extensive, as this one did, many individuals become concerned. As the monitor and review unit grew, many professional staff members became keenly interested because the activities began to infringe upon their territory.

I did not adequately prepare for this sudden interest. However, these experiences have taught me to closely anticipate such interest and concern when a program becomes strong. In the future I shall flowchart these variables just as closely as the activities leading to completion of the anticipated outcome.

A hard lesson I learned in this practicum implementation is the necessity for involving many people. In the future I shall carefully analyze who might be affected by one of my proposed educational changes. Then I shall cover bases by getting as much concurrence as possible at an early stage. People are more supportive if they are involved in the development of the program from the beginning. These concerns can be articulated and changes can usually be made to accommodate their interests. If compromise is impossible with a few, one at least has general consensus which can negate the very few individuals who do not have the common good in mind. More significantly, the plan can be enhanced by benefiting from additional input.

I was remarkably successful in practicing involvement with the county offices of education, and the rewards were considerable. Next time I will attempt to involve more units. Although I involved a few district representatives to monitor our efforts, I should have involved them in a structural, intensive manner.

I certainly learned that it is worthwhile to attach one's objective to other new ideas. My decisions to include county offices was based upon a slowly emerging new relationship with these offices and the Department of Education. My proposal happened to provide a very concrete example for a new policy. The new marriage was quickly approved. The new working relationship tended to become as important as my original objective. Moreover, this relationship provided stability for the fledging program when there were many obstacles to success.

I am an advocate of the fact that educational change ultimately is implemented at the local school level, and my practicums reflected this philosophy. However, my recent experiences have begun to convince me that it is myopic to believe that total change really happens exclusively at that level.

The level of accountability I have established through this monitoring effort will have caused considerable changes in hundreds of schools. Although special funds have been provided to these schools, many of the programs seem to falter without leadership. Our regulations provide generic management and curricular operations which are based upon research and empirical evidence, e.g., needs assessment, establishment of objectives, specific management processes, etc. Some schools have a tendency to accept categorical money without really changing existing programs. Now, with our on-site monitor and review teams, we can ensure accountability and provide professional assistance.

During my professional career, I have climbed through the local school teacher-administrator ladder and respect the activity at that level. However, the reports I have seen and the follow-up evaluations I have made, have convinced me that the state is exercising necessary positive leadership in improving programs for children. The Federal Government does not have the effective power due to Constitutional and geographic limitations. Many districts and schools are bound by tradition and immobility. For example, it is politically difficult to place extra help in low-income minority schools. Secondly, with the shortage of money, additional local dollars are now often going to salaries rather than innovative programs.

Based upon my experiences in this practicum, I believe we are developing an excellent accountability system which will result in improved programs at local levels. Thus, I have learned that educational change occurs at many different levels. There were just too many programs that needed improvement to conclude that all educational change occurs at the local level. I have learned that a cooperative network which unites schools and an effective state department is essential. All of these agencies must have good leadership if equal educational opportunities are to become a reality.

Finally, I have learned that a well designed and executed practicum can result in a new job. After I introduced the proposal and it was approved, I was assigned to implement it on an interim basis. In spite of any rough edges or mistakes I made in completing my work, my program manager was quite pleased with the educational change. As a result, I was asked to permanently remain and assume additional responsibilities for high level planning.

IV. CONCLUSION

The objective established for this practicum has been completed. In January of 1974, California had a consolidated application, but no consolidated method of monitoring and reviewing all of the programs in a consolidated manner. One year later a system was thoroughly developed. The Consolidated Pilot Monitor and Review effort extended to 17 programs in 74 school sites. The full review system anticipates servicing 414 school sites in 71 districts.

California is the first of the seven COGRAM states with a consolidated approval system which also has a systematic monitor and review method which provides the data necessary to make decisions concerning continued funding of individual programs. Monitoring instruments and systems have been developed which will provide this data.

California now has a system for monitoring and reviewing operational programs so that one can analyze multiple programs in action at a school site. The relationships between these programs can be observed so that the California State Department of Education can determine whether individual programs are being implemented in accordance with the law and whether funds are being used optimally in terms of the total activity at the site.

All of the significant tasks necessary to develop this system were accomplished. Starting without staff and procedures, a small planning team began to emerge. From these initial efforts more staff began to assemble for the effort. Slowly, instruments and procedures began to take place. Increasingly busy typewriters began to pound out messages, instruments, memoranda, conference and inservice session letters, and final reports. Life was breathed into a process that, based upon a review of the literature, did not previously exist.

Sometimes, a process can be as important as the objective itself. Frequently, it is desirable to develop a process to bring staff together. In this practicum effort, one of the milestones called for a close working relationship with California's 58 county offices. The milestone was satisfactorily completed and the new close working relationship, i.e., a total of 109 county staff working and traveling throughout the state in a joint effort became as significant as developing the system itself. Such was the case with the new state-county effort. For the first time, the state and intermediate levels were working in an identical manner on an identical program. The California State Legislature, recognizing the value of this effort, made a substantial sum of money available to pay for the travel and per diem expenses of the county staff members.

Although the objective has been completed, the system is not totally in conformity with my expectations. A "real-world" effort that affects people, money, and an educational system seldom represents the will of one person. So be it with this practicum. Segments of the modified instrument's philosophy and procedures were divergent from my personal desire. The intents of many people become merged in a large-scale effort.

One must accept such changes in a positive sense and keep the overall objective in mind. This perspective, generally with my will and sometimes as a result of being overwhelmed, has been maintained. Compared to the total thrusts, the undesirable alterations tended to be non-substantive. The system I intended to create clearly exists.

The program has directly assisted children and staff at the school level. In addition to the hundreds of schools directly visited, many schools are making their programs more accountable to children because of anticipation of our visits. Every eligible school has received copies of these forms. Most schools, assisted by their central offices are conducting their own self-analysis. Some districts even modified our forms and conducted their own formal reviews.

These by-products seem to constitute a cost-effective manner of providing inservice education at the local school site level. In effect, the MAR instrument can be used as a concise inservice document for principals and teachers.

At the school level, many principals, teachers, parents and community leaders are currently using the instrument to improve their educational programs.

V. FOLLOW-UP

Change may be an important ingredient in life generally, but it is absolutely fundamental in education and bureaucracies. The monitor and review effort, which I started, impacted 17 programs and 74 school sites in the pilot effort and will have extended to 71 programs and 414 sites during the first year of full implementation. Although the original objective remains unchanged, the procedures, personnel, and style are constantly evolving.

Now my duties have been extended and I can no longer work intensively with the effort, but the responsibility for this new procedure is still within my unit's jurisdiction. Therefore, I will be in a position to follow-up the effort. For example, I intend to keep abreast of the new changes in federal law, because the new federal law will change the compliance procedures. State laws are also changing and state procedures have traditionally changed from year-to-year. I intended to design a system which could absorb these changes. Some of my follow-up activities will test this hypothesis.

I evaluated the pilot effort, which was my primary area of responsibility for this practicum, and other staff will evaluate the long-range effort. Part of the future evaluation, perhaps next year, should determine the correlation between academic student achievement on the one hand and compliance and quality assessment on the other. Although this evaluation will not be my responsibility, I do intend to make these kinds of recommendations.

Part of my continuing follow-up activity has consisted of analyzing the reports which have been submitted to the first of the 71 districts and 414 schools. Most of our visits have helped local school staff--in other cases, some difficulties resulted. I am keenly interested in the working relationships and reasons why such differences occur.

An ongoing follow-up activity which has already been directly assigned to me is to work with all 58 county superintendents in order to design their entry into the total delivery system. Therefore, I continuously monitor the activities of all county office staff complaints by serving as a "hot-line" liaison. The new Joint Planning Committee working with me for total entry into the system will decide where the present 87 county staff should be allocated next year, if additional staff will be assigned, and how we shall ultimately involve districts.

Finally, I intend to analyze the system in order to find ways that technology can be applied. Considering the fuel crisis and the declining dollars available to education, we may need to find ways to make the system more cost-effective. Finally, legislative recommendations will be made to the Superintendent of Public Instruction for his consideration in making recommended legislative changes which will further support consolidation of services and potential funding for the new accountability system and the new relationships with county offices.

APPENDIX A

Programs Reviewed During Pilot Review

PROGRAMS REVIEWED DURING
PILOT REVIEW

TEAM A - North

Week of	District	County	MAR Region
March 18	Mammoth	Mono	I
25	Anderson Valley	Mendocino	I
April 1	Pleasant Ridge Elem.	Nevada	II
15	Oroville Elem.	Butte	I
22	Konocti Unified	Lake (Co-op 6 Dist.)	I
29	Marysville*	Yolo (10 PS, 1 NPS)	II
May 13	Ukiah	Mendocino	I
20	Pajaro Valley	Santa Cruz (7 PS)	III
27	Modesto*	Stanislaus (10PS, 1 NPS)	II

TEAM B - South

Week of	District	County	MAR Region
March 18	Briggs	Ventura	IV
25	Heber	Imperial	VI
April 1	Reef Sunset	Kings	IV
15	Beaumont	Riverside (3PS)	VI
22	Kings Canyon	Fresno (7 PS, 1 NPS)	II
May 6	Oxnard*	Ventura (4 PS)	IV
20	Lompoc	Santa Barbara (3 PS, 1 NPS)	IV
27	Riverside U.*	Riverside	VI

*Pre-school

MR/sb50c3/74

APPENDIX B

Evaluation Report of the Pilot Monitor and Review

EVALUATION
REPORT
OF THE PILOT
MONITOR AND REVIEW
PROGRAM

1973-74

CALIFORNIA STATE DEPARTMENT OF EDUCATION
WILSON RILES - SUPERINTENDENT OF PUBLIC INSTRUCTION
SACRAMENTO
June, 1974

PREFACE

The Superintendent of Public Instruction has reorganized the California State Department of Education so that a new delivery system will provide a comprehensive approach to education. In order to accommodate the highly individualized needs of students in California's pluralistic school systems, the Department of Education must provide a delivery system which encourages local districts to implement previously fragmented programs within a consolidated framework.

The new delivery system consists of Comprehensive District and School-Level Program Planning, Consolidated Applications for Funding, Consolidated Monitor and Review, and Promising Practices. The first two functions of the new system have now become fully operational.

Responsibility for developing the third function, Consolidate Monitor and Review, was assigned to this office. Subsequently, a pilot MAR process was established and field tested during the Spring of 1974. This report reflects the activities which have occurred in the joint State-county effort during 1973-74.

Responsibility for the pilot MAR effort was assumed by Edward L. Bispo, who was assisted by Frank L. Wallace. Following Cabinet approval of the overall plan, a joint county-State planning team was assembled to develop the instruments and administrative procedures to be used during the field pilot MAR process. This planning team, operating under the leadership of Mr. Bispo, included William Zachmeier, Santa Cruz County; Martin Bauman, Placer County; Margery Ruby, Stanislaus County; Erven Brundage, San Diego County; and Jack Beckett, Marion Faustman, David Hammond and Arthur Jensen from the Department of Education.

Credit for this new partnership is attributable to the efforts of Don McKinley, Chief Deputy Superintendent of Public Instruction, and the six county superintendent Area Chairmen who worked so closely with him: Neal Wade, Ray Darby, Milt Goodrich, Ace Nelson, Jim Cowan and Louis Delsol, plus Glenn Hoffman, Walter Eagan and Ted Dixon. Special recognition should also be given to Neal Wade, Superintendent, Stanislaus County, for his outstanding efforts in hosting the joint inservice training program and his significant commitment to making the pilot effort a success.

William E. Webster
Education Program Administrator

Rex C. Fortune, Jr.
Associate Superintendent
Secondary/Adult Education

REPORT OF THE PILOT
MONITOR AND REVIEW PROGRAM

SUMMARY

Monitor and review of state and federal programs is required by law. In order to meet the mandate, two pilot monitor and review teams, A and B, were formed to field test an innovative monitor and review process and to evaluate the pilot instrument, M-127, which was developed for the specific purpose of clarifying program requirements. The chief purpose of the MAR process was to determine district compliance with the regulations. For most districts, the pilot MAR visit was the only site review they had received from the State Department of Education. The MAR team members found it necessary to go beyond the scope of mere compliance in order to meet the needs of the districts who were recipients of the review process. All requests for assistance were addressed and alternative approaches to educational programs were given by MAR team members who recommended changes vital to program quality.

OBJECTIVES - 1973-74

1. By February 1974 the Department will establish a MAR system, including a consolidated MAR instrument (M-127), to be used to review all specially funded programs included in the consolidated application.

   This objective was met.

2. In addition, by February 1974, auxiliary instruments will be prepared to be used for review of selected specially funded programs not presently included in the consolidated application.

   Auxiliary instruments were prepared, although specially funded programs not presently included in the consolidated application were not monitored and reviewed.

3. By July 1974 two Department MAR teams, with assistance from LEAs, using the consolidated M-127 instrument and auxiliary instruments, will review specially funded programs in twenty districts (or multi-district cooperatives) interested in participating on a voluntary basis.

   Seventy-four school sites and 17 districts were monitored and reviewed. (Refer to chart on pages 3-6.)

4. By February 1974 the Department will establish a complaint procedures unit within the MAR structure which will respond, when appropriate, to citizen complaints, USOE audits, GAO audits, and legal suits.

   Materials and procedures for handling complaints have been developed by the State Department of Education. A complaint unit was not organized during the pilot MAR due to lack of staff and time; however, at least one monitor and review visit was made to the district in answer to a complaint.

5. By July 1974 the Department, with assistance from participating LEAs, will develop a system for identifying promising practices resulting from the planning for and implementation of comprehensive programs.

   A system for identifying promising practices will be met by the target date specified in the objective.

OTHER PRODUCTS OF THE MAR PROCESS WERE:

1. The visiting of 17 school districts to assess effectively the extent of compliance and providing on-site and follow-up assistance to district personnel by reviewing program requirements through direct use of:

   a. The M-127.

   b. The MAR field visit and exit interview.

   c. Final MAR report to district.

2. The gathering of data concerning the most commonly found elements of commendation.

3. The gathering of data concerning the most commonly found elements of noncompliance.

4. The developing of an effective MAR procedure to lessen future problems in the district which contained a

   a. Pre-visit.

   b. Review visit - orientation, on-site reviews, exit interview.

   c. A report to district.

   d. Follow-up assistance.

5. The creating of a positive attitude toward program improvement at the district and LEA level.

6. The recommending of changes directed toward program compliance and quality.

<table>
<tr><th>THE PRODUCTS OF THE MAR PROCESS</th><th>AS EVIDENCED BY:</th></tr>
<tr><td>1. The visiting of 17 school districts to assess effectively the extent of compliance, and providing on-site and follow-up assistance to district personnel by reviewing program requirements through direct use of:
a. The M-127.
b. The MAR field visit and exit interview.
c. Final MAR report to district.</td><td>Seventy-four school sites in 17 districts were visited. Three districts opted not to be monitored. All but one of the participating schools in the 17 districts were monitored and reviewed - ESEA Title I, Title II, EDY-SB 90. (Not all Miller-Unruh and ECE schools were visited.)
The M-127 was used in each monitor and review session. Field visits and an exit interview were conducted with a final MAR report sent to the district.
Each project received help in program improvement where problems were addressed to MAR team members during their visit and exit interview. These suggestions came in the form of recommendations.</td></tr>
<tr><td>2. The gathering of data concerning the most commonly found elements of commendation.</td><td>Most commonly found areas of commendation in decending order were: (M-127)
<table>
<tr><th></th><th>Item</th><th>Number</th></tr>
<tr><td>1.0</td><td>Instructional plans</td><td>7</td></tr>
<tr><td>3.0</td><td>Parent and community involvement</td><td>7</td></tr>
<tr><td>4.0</td><td>Dissemination of information plan</td><td>6</td></tr>
<tr><td>3.0</td><td>Parent participation</td><td>6</td></tr>
<tr><td>1.9</td><td>Individualization of instruction</td><td>6</td></tr>
<tr><td>--</td><td>Enthusiasm on part of staff</td><td>5</td></tr>
<tr><td>2.0</td><td>Maintenance of effort</td><td>4</td></tr>
<tr><td>6.0</td><td>Fiscal administration</td><td>3</td></tr>
<tr><td>5.0</td><td>Evaluation</td><td>3</td></tr>
<tr><td>--</td><td>Acceptance of constructive criticism</td><td>3</td></tr>
<tr><td>1.6</td><td>Parent education program</td><td>2</td></tr>
<tr><td></td><td>The following list:
Desire to improve programs
Excellence of classroom aides
Community aides
Aide training at school level
Development of health services
1.3 Staff development
1.5 Parent education
6.0 Budget information</td><td>1 each</td></tr>
</table>
</td></tr>
</table>

THE PRODUCTS OF THE MAR PROCESS	AS EVIDENCED BY:

(Cont.)

Most commonly found areas of commendation in decending order were: (M-127)

	Item	Number
	The following list (Cont.):	1 each
3.0	Involvement of advisory committee	
6.0	Equipment inventory system	
1.1-2	Library facilities	
1.1-4	Reading laboratory	
	Cross-age tutoring	
	Field trips and classroom enrichment activities	
	Affirmative action hiring plan	
1.6	Multicultural program	
	Creation of the A-127 in Spanish	
	Needs assessment in both Spanish and English	
	Leadership of the resource teachers	
	Use of the resource room	
	Positive attitude of teachers toward programs and children	
	Commendable program in substandard building	
	Extra hours of work on part of teachers to meet needs of pupils	
	A classroom atmosphere conducive to learning	
	Strive to exceed limits of local funding	
	Needs assessment for following year	

THE PRODUCTS OF THE MAR PROCESS	AS EVIDENCED BY:
3. The gathering of data concerning the most commonly found elements of non-compliance.	Most commonly found areas of non-compliance in decending order were: (M-127)

	Item	Number
1.12	Isolation and segregation	10
1.9	Individualization of instruction	10
1.2	Selection of participants	7
3.0	Parent and community involvement	7
6.0-4	An inventory of all equipment costing over $100	6
1.6	Staff development	5
1.11	Minimum and maximum levels of service	4
5.0-7	Evaluation of program management and logistics plan	4
3.0-7	Each member of DAC was furnished with federal regulations, guidelines, state regulations	4
6.0-6	Assurance of compliance	4
6.0-7	Items labeled to show year of purchase	4
4.0	Dissemination of information	4
1.13	Nonpublic school participation	3
5.0-1	Clearly stated measurable performance objectives	3
5.0-3	Process objectives design	3
6.0-2	Periodic reports	3
7.0-1	Management system	3
1.8	Identification of resources	2
5.0-8	Process evaluation data	2
5.0-5	Analysis design	2
3.0-5	More than simple majority parents of participants	2
6.0	Fiscal administration	2
1.3	Needs assessment	2
1.6	Component objectives	2
	The following list:	1 each

	Maintenance of expenditures per pupil
1.6	Program components
5.0-4	Instruments and means of assessment
5.0-6	Reporting dissemination plans
3.0-8	Staff development - DAC not involved
6.0-5	Conflict of interest

THE PRODUCTS OF THE MAR PROCESS	AS EVIDENCED BY:
4. The developing of an effective MAR procedure to lessen future problems in the district.	The following procedures were developed: a. Pre-visit b. Review Visit - Orientation, On-site Reviews, Exit Interview c. Report to District d. Follow-up Assistance
5. The creating of a positive attitude toward program improvement at the district and LEA level.	School administrators at the exit interview expressed appreciation of the monitoring and review process, at the time of the MAR visit, as a process leading to improvement of the education program. (Refer to field evaluation survey of MAR process, Addenda I, II, and III.)
6. The recommending of changes directed toward program compliance and quality.	Changes were recommended by the MAR team in each MAR exit interview. Recommendations were made to bring school districts into compliance and to increase program quality.

MAR PROGRAM IMPLEMENTATION

There were several aspects of the MAR implementation worth noting, and one of the most important, was county office involvement.

County Office Involvement

County personnel worked in cooperation with State Department MAR team members in planning, implementing, and evaluating all phases of the monitor and review process, including the inservice training. Edward Bispo, Arthur Jensen, David Hammond, Jack Beckett, Marion Faustman, Margery Ruby, William Zachmeier, Martin Bauman, and Erven Brundage were on the Planning Committee.

Inservice Training

On March 12-15, 1974, a successful inservice training program was held for all State Department and county personnel taking part in the pilot MAR process. The MAR procedure, back-up documents, and other necessary information were thoroughly reviewed. Documents were distributed and choices made by county personnel as to districts they wished to visit for the monitor and review process, and the dates of visitation.

MAR Visitation

Information as to compliance was provided the districts and specific suggestions and materials were given to improve educational programs when requests for such assistance were received. Visits were made to 17 districts by two MAR teams.

Evaluation

The forms for evaluating the process were reviewed and approved by the planning group which met June 10.

The following persons served on the Planning Committee for evaluation of the MAR process.

Ray Nelson, Mendocino County
Martin Bauman, Placer County
Margery Ruby, Stanislaus County
Al Reetz, Santa Cruz County
Ron Hockwalt, San Diego County
Ron Hines, Tehama County
Kent Holtzclaw, Shasta County

State Department:
- John Apple
- Jack Beckett
- Arthur Jensen
- Frank Piperato
- David Hammond
- Zelma Solomon

Conclusions from the evaluation were obtained from the M-127 instrument, the telephone survey, and the follow-up information from districts. There will also be additional information from the county personnel who took part in the monitor and review process, at a later date.

CONCLUSIONS FROM THE MONITOR AND REVIEW SURVEY

The monitor and review process developed into a successful means through which school districts not only were made aware of non-compliance, but also were approached in such a way that school personnel were motivated to improve programs.

The Monitor and Review teams worked as a unit with excellent cooperation in evidence between the county office and State Department members.

The M-127 instrument proved effective in identifying the specific areas of non-compliance, and in clarifying the requirements of state and federal laws. The M-127 also indicated to the school districts the full array of compliance requirements. The process utilized the instrument with a minimum of modification.

RECOMMENDATIONS FOR MONITOR AND REVIEW TO BE KNOWN AS PROGRAM REVIEW AND IMPROVEMENT (PRI) - 1974-75

The following recommendations were made after a careful perusal of the evaluation responses from districts who had been monitored, county personnel, MAR team members:

1. The Monitor and Review team (PRI) continue in operation.

2. The monitor and review (PRI) should continue to go beyond the area of compliance and develop more fully its capacity to deal with program quality.

3. Continue the M-127 with the necessary modifications to bring the instrument in accord with changes in the law.

4. Continue to work with county personnel, making the number of days service from the county reasonable in view of other responsibilities. Meet with the county personnel concerning this, and plan on individual differences.

5. Either increase the number serving on each MAR team (PRI), particularly for the larger districts, or increase the time spent in each district.

6. The school district monitored felt the desire to improve school program quality because of the helpful, non-threatening posture of MAR. This aspect should be kept in PRI.

7. Plan two exit interviews; one at the school level, and one at the district level.

8. Plan for a follow-up from the PRI visit, at a later date, to help improve program quality at district request.

9. Incorporate the same democratic team spirit that made MAR successful into the PRI. Revolving the responsibility of team leader, giving each team member who desires this experience, a chance to serve, would not only strengthen the team spirit, but would also lead to the understanding of the responsibilities and pressures of the team leader's role, strengthening loyalty.

10. There needs to be interface between the monitor and review function (PRI) and the Early Childhood Education monitoring teams.

11. Communication needs to be improved between the PRI and RST in order to clarify directions for school districts. All interpretations of school regulations should be consistent.

12. Title VII, 2284, and other programs need to work in cooperation with PRI in order to insure that interpretation of regulations are consistent.

13. Written reports should be received by school districts at least two weeks after the PRI visit.

ADDENDA I

MAR EVALUATION PHONE SURVEY
1973-74
June

Questions Asked and Type of Response	Number Responding (N=34)
1. WHAT WERE YOUR IMPRESSIONS OF THE MONITOR AND REVIEW VISIT?	
Positive Responses:	
"Great!" "Very pleased." "Most helpful."	16
Report well done	8
Impressed with organization and process	3
Helped to clarify requirements	7
Instrument was excellent	6
Did a great job of explaining process	7
The MAR process was non-threatening. It made the district personnel want to improve	11
The approach was a very positive one	4
Excellent. Gave us a chance to really review our program	2
The district personnel were impressed with the teams' willingness to talk to teachers, aides, students, and parents	1
The team demonstrated an attitude of reinforcement and assistance	1
The school staff was impressed and felt the MAR team was interested in helping improve the program	4
The MAR process strengthened respect for categorical aid programs in the school district	1
Very happy with approach. Format and people who served on MAR were very helpful	5
Liked objectivity of whole MAR approach	17
Program suggestions were helpful	13
The team came in with the attitude that those in the school district were also professionals	3
The written report was the same as the suggestions made in the exit interview. This was appreciated	1
A very perceptive group of people	9
The most intelligent team that has visited the district	3
MAR won over our district	2

Addenda I

Questions Asked and Type of Response	Number Responding (N=34)
Excellent on all counts	8
Negative Responses:	
Parents and teachers were confused by exit interview. They were unable to distinguish between commendations and suggestions	1
Exit interview was too general, and the language too technical	1
2. HOW WERE SCHOOL DISTRICTS CHANGED AS A CONSEQUENCE OF THE MAR VISIT?	
Corrected misuse of aides on playgrounds	3
MAR had led to improvement of individual school programs in relation to student profiles and individualization of instruction	10
MAR caused us to initiate the use of student profiles	2
Helped the director to improve the program by the MAR's insistence to comply	4
The staff development component was improved and increased	5
The district will implement all suggestions forthwith	16
District will comply with the labeling of equipment	4
We have already made plans to revamp the entire intermediate school to comply with non-isolation requirements	1
State-required program improvement suggestions definitely helped the director to improve the program	8
The MAR visit enforced the changes the director wished to make	7
Since the MAR visit, the district has improved the program for dissemination of information, especially to other schools in the district	5
Budgeting procedure was revised to meet compliance	2
District revised procedure for identifying eligible students in order to comply with regulations	7
3. HOW COULD MAR PROCESS BE IMPROVED?	
No improvement needs to be suggested	3
Team should be in district longer period of time, or plan to have additional staff	4
Have two exit interviews: One for the district staff and one for general staff members, parents, and aides	3

Addenda I

Questions Asked and Type of Response	Number Responding (N=34)
Definitely make follow-up visits to schools	11
Each MAR member be made responsible for one particular school and cover all areas for that school	2
Each school should be totally reviewed by the M-127 instrument	1
Reduce apprehension of district prior to visit	1

ADDENDA II

MAR EVALUATION SURVEY
1973-74

This information was not necessarily initiated by telephone, but was volunteered, and through a process of content analysis, has been categorized under 10 headings.

1. WHAT PROGRAM CHANGES WERE MADE IN THE DISTRICT DIRECTLY ATTRIBUTABLE TO THE MAR VISIT?

   Individualized learning will be planned for all classrooms.

   A district-wide plan for dissemination has been developed due to the MAR team visit.

   Since MAR visit, district developed school level assistance teams consisting of teacher, parent, and administrator who visit from school to school for monitor and review purposes.

   MAR has spurred the district development of a card file system to keep lists of eligible children current.

   Inventory of equipment has taken place due to a MAR suggestion.

   MAR team has caused the school district to develop an intense process of diagnosis and prescriptive teaching.

   The district will correct all problems found by MAR.

2. WERE THE RECOMMENDATIONS MADE AT THE EXIT INTERVIEW IMPLEMENTED, OR HAVE PLANS BEEN MADE TO IMPLEMENT THE RECOMMENDATIONS?

   All suggestions will be implemented.

   Plans have been made to follow through with all suggestions made.

   Suggestions were well received and will be the basis of program development next year.

   Staff development which was weak has improved.

   Parent participation is improved, and parents are more cooperative since they better understand the program when explained by MAR at the exit interview.

   The district office has been giving more aid to schools and there is more cooperation since the MAR visit, due to suggestions made.

   Scheduling and form format was beautiful!

3. WAS THE TIME THE MAR TEAM SPENT IN YOUR DISTRICT ADEQUATE TO INDICATE THE NEEDS OF YOUR PROGRAM?

LONGER. 6 Answered
TIME SHOULD HAVE BEEN ADEQUATE. (Circle One) 10 Answered
SHORTER.

None thought the team should spend a shorter time in the district.

Plan to be in the school an additional day.

Meet with the Advisory Committee, as well as all staff members.

4. (a) HAS YOUR DISTRICT SUPERINTENDENT (HAVE YOU) RECEIVED YOUR FINAL PROGRAM REVIEW REPORT?

10 Answered Yes
7 " No

(b) WAS THE FINAL REPORT HELPFUL IN GIVING DIRECTIONS OR ALTERNATIVES FOR IMPROVING YOUR PROGRAM?

A written report is necessary for follow-through.

A written report should follow closely the visit to the district if a follow-through program is to be planned and implemented in a reasonable length of time.

The school board asked about the written report.

The written report was disseminated to all principals in the district, to the parents, and to the board members.

The final report was most helpful in giving suggestions which helped us to improve our program. (Most agreed with this statement. None disagreed.)

5. IN WHAT WAYS WAS THE MAR VISIT BENEFICIAL TO YOUR STAFF?

MAR did a great job of explaining the problems in the district and the staff has a handle on what needs to be done, and is doing it.

The program was very beneficial to the staff.

We liked the stating of guidelines specifically; this helped staff to gain impetus to make improvements.

Made staff more aware of categorical requirements.

The MAR visit was beneficial in that the visit brought about compliance at the district level.

5. IN WHAT WAYS WAS THE MAR VISIT BENEFICIAL TO YOUR STAFF? (Cont.)

The team's approach was pointed and gave definite direction; this was helpful.

Yes, awareness of program.

Helped build staff morale.

It made the staff take a look at community and seek involvement.

6. WOULD YOU LIKE TO HAVE THE MAR TEAM FOLLOW UP WITH CONCRETE PROGRAM IMPROVEMENT SUGGESTIONS IN YOUR DISTRICT?

Would be beneficial to the district.

Definitely, a follow-up visit by MAR to help the district with compliance and program quality would be welcome.

No, we've already implemented all suggestions. We do not object to a visit after a period of time to see if we have maintained quality.

Yes--

A visit from such a great team would be welcome.

Concrete program suggestions have already been received by the team.

We would definitely want a follow-up from the MAR team only.

Yes, if from the MAR team.

7. WHAT WAS THE IMPACT OF THE MONITOR AND REVIEW TEAM VISIT ON YOUR SCHOOL DISTRICT PROGRAM?

Real.

The team did a very impressive professional monitoring and review.

Felt impact was good and helped.

We plan to implement all the concerns the team brought out.

Very beneficial impact.

The MAR team visit changed our district for the better.

Good.

Very beneficial.

We'll never be the same--only better.

Addenda II

Products of Objectives:	Impression of MAR Results in Your District: Excellent	Good	Fair	Poor
1. The use of the M-127 Instrument in reviewing program requirements:	4	8		
a. The field visit	3	9		
b. Final MAR exit interview	4	8		
c. Final written report	3	7		
2. List of commendation	10	7		
3. List of non-compliance	10	5		
4. To provide on-site assistance to the projects	6	4	1	
5. To effectively assess extent of compliance	5	6		
6. Effective MAR procedure to prevent future problems in the district through the:				
a. Pre-visit	5	6		
b. Field visit	4	9		
c. Exit interview	6	10		
d. Report to district	9	7		
7. Create positive attitude toward program improvement	15	2		
8. To recommend changes vital to program quality	13	4		

8.. OTHER COMMENTS:

It was a good experience for the team did not judge, it was helpful.

The team did not rate us so we could be truthful and receive help.

A very professional team; we were impressed.

The team did a most thorough job.

Team provided valid information.

The team did a great job of explaining process.

8. OTHER COMMENTS (Cont.)

We are very happy with the MAR process as it did not rank or rate; it was non-threatening.

State did itself proud sending a team like that!

9. ALTERNATIVE SUGGESTIONS:

Make follow-up visits to the schools.

Have the MAR team handle all programs--ECE, ESEA Title I, etc.

Make exit interview at school as well as in district office.

Have the MAR team members stay all day at a school site.

Best team ever visited our school in that we throught they were really interested in our little district and in good education here. Spend a longer time in the district and come back once during the year.

10. WHAT CHANGES WOULD YOU MAKE IN THE MAR PROCESS:

See Above.

One superintendent stated that all school district personnel should interpret the laws for themselves without interferences.

ADDENDA III

SURVEY OF MAR VISITS

Interviews with:	Total No. of Interviews by Category	No. of Visits Made to the Following Categories Per MAR Session
Superintendent	51	3
Business Manager	34	2
Principal	119	7
Resource Teacher	119	7
Classroom Teacher	289	17
Aide	153	9
Advisory Committee Member	153	9
Parent	187	8
Program Director	162	11

Number of Visits to:	Total Visits	Av. No. of Classrooms Per Visit
Non-ECE Classrooms	272	16
ECE Classrooms	102	6

Time Spent in:	Total Hours	Av. Hours Spent at Each MAR Session
Classroom Observation	85	5
Evaluating Data	187	11
Writing Report	119	7
Reviewing Documents	119	7

ADDENDA IV

FORMS USED TO EVALUATE MAR,
SEE PAGES 10-17

SURVEY OF PROJECT DIRECTORS
QUESTIONS FOR PHONING -
FOR MAR EVALUATION

1. What were your impressions of the monitor and review visit?

2. How were school districts changed as a consequence of the monitor and review visit?

3. How could MAR process be improved?

MAR Evaluation Survey
1973-74

In order to help us improve our procedure and instrument, please answer the following ques

1. What program changes were made in the district directly attributable to the MAR visit?

2. Were the recommendations made at the exit interview implemented, or have plans been made to implement the recommendations?

Was the time the MAR team spent in your district adequate to indicate the needs of your program?

longer.
Time should have been adequate. (circle one)
shorter.

Comment:

.a) Has your district superintendent (have you) received your final program review report?

yes or No
(circle which)

b) Was the final report helpful in giving directions or alternatives for improving your program?

5. In what ways was the MAR visit beneficial to your staff?

6. Would you like to have the MAR team follow up with concrete program improvement suggestions in your district?

7. What was the impact of the Monitor and Review team visit on your school district program?

Products of Objectives: Impression of MAR results in your District:

	Excellent	Good	Fair	Poor
1. To use the M-127 Instrument in reviewing program requirements:				
a. The field visit				
b. Final MAR exit interview				
c. Final written report				
2. List of commendation				
3. List of non-compliance				
4. To provide on-site assistance to the projects				
5. To effectively assess extent of compliance				
6. Effective MAR procedure to prevent future problems in the district through the:				
a. Pre-visit				
b. Field visit				
c. Exit interview				
d. Report to district				
7. Create positive attitude toward program improvement				
8. To recommend changes vital to program quality				

Other comments: ______________________________

Alternative suggestions: ______________________________

hat changes would you make in the MAR process ______________________________

APPENDIX C

Consolidated Monitor and Review Procedures

(Revised January 22, 1974)

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Consolidated Monitor and Review Procedures

(Revised January 22, 1974)

Dr. Rex Fortune
Associate Superintendent
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PREFACE

The Superintendent of Public Instruction has reorganized the California State Department of Education so that a new delivery system will provide a comprehensive approach to education. In order to accommodate the highly individualized needs of students in California's pluralistic school systems, the Department of Education must provide a delivery system which encourages local districts to implement previously fragmented programs within a consolidated framework.

The new delivery system consists of Comprehensive District and School-Level Program Planning, Consolidated Applications for Funding, Consolidated Monitor and Review, and Promising Practices. The first two functions of the new system have now become fully operational.

Administrative responsibility for the preparation of this proposal was assumed by Edward Bispo who was assisted by Art Jensen, Compensatory Education Support Activity Unit, and Frank Wallace, Secondary/Adult Education. Manuel Ceja, Compensatory Education Manager, has provided valuable input in reviewing and providing significant additions to this proposal.

Rex Fortune
Associate Superintendent
Secondary/Adult Education

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CONSOLIDATED MONITOR AND REVIEW SERVICES

1.0 Goal Statement

The Department of Education believes that local education agencies must design and implement instructional programs which accommodate the highly individualized needs of every student, whether the student is just entering school or is participating in a specialized program as a mature adult. Within California's pluralistic society, these needs are often very diverse, including such areas as bilingual education, intergroup relations, education for the disadvantaged, the handicapped and the gifted learner. No longer should all students be required to conform to a generalized program of instruction; rather, schools should develop instructional programs that truly adapt on a continuing basis to individual student needs.

The goal of Consolidated Monitor and Review (MAR) Services, in conjunction with the other phases of the Department's delivery system--local comprehensive program planning assistance and consolidated application processing--is to assist districts to implement comprehensive instructional programs which meet mandated legal requirements and, most importantly, which promote maximum educational achievement by each student.

2.0 Needs Assessment

2.1 What is

2.1.1 The Department of Education has traditionally administered specially funded programs on an independent basis. Thus, each has required separate plans, regulations, grant applications, monitoring activities, and evaluation processes. This system has resulted in duplication of effort, occasional conflicts between programs, multiple field visits to the same sites, and extensive repetition of paper work, both by the Department staff and by LEAs.

2.1.2 Due primarily to the Department's independent system, LEAs have generally planned and implemented specially funded programs on a piecemeal basis. They have been required to submit separate reports, participate in reviews by staff from separate programs, and rely on independently administered technical services. These activities have resulted in the development of multiple projects that should be closely related but, in fact, are often implemented in isolation from each other. Inevitably, this fragmented approach tends not to focus on comprehensive needs of individual students.

2.1.3 The Department's independent system of administering specially funded programs has often required each program's limited staff to direct their monitoring efforts toward compliance with legal requirements and minimum project standards. Often done on a relatively subjective basis, these kinds of reviews tend to highlight program weaknesses and thus do little to generate efforts to improve the quality of individual projects, or to create a comprehensive school program.

2.2 What Should Be

2.2.1 The Department of Education should establish a consolidated monitor and review system for all specially funded programs administered by the Department. Such a system will consolidate administration of the various specially funded programs so that all monitor and review services are provided by a single integrated unit. Integrated administration will eliminate the duplication of paper work, the need for multiple field visits, and the occasional conflicting directions that occur when each program is administered separately. With a functionally oriented administrative system, specially trained staff will be able to conduct more objective systematic reviews in a more efficient manner.

2.2.2 A Consolidated Monitor and Review system will encourage LEAs to implement specially funded projects on a comprehensive basis. Consolidated Monitor and Review services will require LEAs to focus on their total program by providing comprehensive reviews that stress the need for integrated programs which meet the broad range of students' needs. As well, consolidated reviews will examine many dimensions of project accomplishment, thereby adding to the formal student achievement data now collected. Such assessment will be done cooperatively, emphasizing LEA participation in a careful examination of their own strengths and weaknesses. Such a strategy should encourage sincere program improvement efforts.

2.2.3 A Consolidated Monitor and Review system with a capable full-time staff will be equipped to emphasize program strengths and program improvements. While compliance with legal requirements must be ascertained, this mandated function will be kept in proper perspective. The major focus will be directed toward giving recognition to innovation and imagination and promoting a common pursuit of successful comprehensive programs that result in superior levels of student achievement.

3.0 Objectives

3.1 1973-74

3.1.1 By February 1974 the Department will establish a MAR system, including a consolidated MAR instrument (M-127), to be used to review all specially funded programs included in the consolidated application.

3.1.2 In addition, by February 1974 auxiliary instruments will be prepared to be used for review of selected specially funded programs not presently included in the consolidated application.

3.1.3 By February 1974 the Department will establish a complaint procedures unit within the MAR structure which will respond, when appropriate, to citizen complaints, USOE audits, GAO audits, and legal suits.

3.1.4 By July 1974 two MAR teams including staff from county education offices, using the consolidated M-127 instrument and auxiliary instruments, will review specially funded programs in twenty districts (or multi-district cooperatives) interested in participating on a voluntary pilot basis.

3.1.5 By July 1974 the Department, with assistance from participating LEAs, will develop a system for identifying promising practices resulting from the planning for and implementation of comprehensive programs.

3.2 1974-75

3.2.1 By September 1974 the Department will revise and distribute the M-127 instrument, including instructions for self-assessment, to all districts which administer programs specially funded by the Department.

3.2.2 During fiscal year 1974-75, [illegible] Department, utilizing consolidated program regulations and instructions, will monitor and review, in one-third of those districts submitting consolidated applications, the implementation of activities as designed in the districts' comprehensive program plans and consolidated applications.

3.2.3 During fiscal year 1974-75, the MAR unit will identify the most promising program practices selected through the on-site MAR procedures.

4.0 Implementation Design: 1973-74 - Outline

4.1 Prepare MAR instrument

4.1.1 Staffing

Establish Departmental Advisory Group (Department-wide)

Select planning team

Identify county office assistance

4.1.2 Operational Steps

Review existing models

Analyze legal elements

- Review legislation; Education Code; Title 5

- Discussion with program managers

Establish complete MAR procedures

Design Consolidated MAR Instrument (M-127)

4.2 Initiate Pilot MAR

4.2.1 Staffing

Establish MAR administration relationships

Select team leaders

Select two pilot MAR teams

Request county office assistance

Select Complaint Response Unit

4.2.2 Operational Steps

Select twenty programs

Plan and conduct inservice training program

Conduct MAR activity in each program

- Notify district

- Advance planning

- Conduct on-site review

- Prepare reports
- Identify promising practices

Evaluate pilot effort

4.0 Implementation Design - 1973-74

4.1 Prepare MAR Procedures and Instruments

The first task in fulfilling the objectives for 1973-74 and 1974-75 is to prepare the necessary instrument for implementing the consolidated reviewing process. The instrument must be simple yet comprehensive. A comprehensive document is necessary because a wide variety of programs must be reviewed in a consolidated manner. Simplicity is necessary because of the extensive number of people who must interpret and implement the design using a common approach and representing the total Department.

The instrument must focus on basically three themes; i.e., legal compliance, congruence with objectives, and positive reinforcement. MAR will not be a police unit. Legal mandates will be an integral part of the process, but the paramount emphasis will be upon finding what works.

4.1.1 Staffing

Establish Departmental Advisory Group (Department-wide)

A procedure which reviews the work of many units within the Department, makes recommendations concerning their program implementation, and makes demands upon personnel from throughout the Department, should provide for input in a participatory manner. Such input is necessary to gain insights, insure a common approach, and achieve true support.

The Advisory Group should include the Chief Deputy, the EPA, the three age-span managers, support unit managers, and one of the Regional Service Team leaders. The group would provide suggestions to the Associate Superintendent responsible for MAR. Specific input would include MAR's Role in the total delivery system, the interrelationship with Comprehensive Planning and the Regional Service Teams, and the identification of areas to be reviewed during SDE visits to LEA projects. This group will meet once during December and once during January, make recommendations and disband. The Associate Superintendent will consider these recommendations and incorporate them into the delivery system.

Select Planning Team

The Associate Superintendent responsible for MAR shall nominate the ad hoc Departmental planning team consisting of professional staff members from the following units:

Compensatory Education	3
Office of Program Evaluation	1
Secondary/Adult Education	2

During the months of December and January this ad hoc team will report to the Associate Superintendent for MAR. Working with county office representative (see below), the planning team will be responsible for developing the MAR instrument, operating procedures, and the inservice training program. Time constraints after January 31 will be determined based on the team's progress in completing the MAR instrument and subsequent pilot requirements.

Identify County Office Assistance

The Monitor and Review process has a direct impact on schools, districts and County Offices of Education. It is an extremely sensitive activity. To avoid misunderstanding and potential conflict, the MAR system must have early involvement and full participation from these groups in order to insure mutual agreement regarding MAR procedures and instruments as well as a complete understanding of purposes and methodology. A representative group of county office staff, familiar with specially funded projects, will be selected to provide assistance during the MAR planning process. This group will meet with the Department MAR planning staff to review and make recommendations for developing MAR procedures and the MAR instrument. As well, the proposed MAR system will be presented to various educational groups for their suggestions and revisions.

4.1.2 Operational Steps

Review Existing Models

The planning team will review all existing, separate MAR efforts. These models will be reviewed in relation to their quality and will serve as resource documents for designing the Consolidated MAR Instrument (M-127).

Analyze Legal Elements

Each specially funded program has a limited number of federal and state (Title 5) requirements which must be met in order to ascertain whether programs are being administered in accordance with the law.

These requirements tend to be far less than program guidelines have typically required. However, this quintessence of legal requirements must be identified for each program and included in the MAR instrumentations design. In essence, one might summarize this kind of requirement as an LEA action or omission which would result in an audit exception.

In addition to these fundamental, limited requirements, the planning team will include the newly designed program requirements resulting from the Comprehensive Program Planning processes.

These requirements will be ascertained by reviewing the law, obtaining input from each program manager, and requesting new requirements from the Associate Superintendent responsible for comprehensive Planning. No additional requirements, beyond these sources, will be included as part of the MAR compliance process.

Establish Complete MAR procedures

The planning team will assist the Program Manager and MAR Administrator in establishing complete MAR procedures. These procedures will include the use of regional teams and their functions, the establishment of a complaint procedures unit and procedures for responding to complaints.

In addition to the general areas indicated above, the planning team will delineate specific procedures such as preparation of budget, scheduling, manloading, methods of conducting on-site visits, preparation of reports, and identification of promising practices.

A final element of MAR will include procedures for interaction between MAR teams and Regional Service Teams. It will be essential that coordinating mechanisims be established on a formal basis.

Design Consolidated MAR instrument (M-127)

The M-127 instrument will be designed as a truly consolidated instrument and will be compatible with the comprehensive planning and consolidated application activities. Since the majority of special program funds are included in the consolidated application, the consolidated MAR instrument will focus on those programs in order to insure a complete Department delivery system.

Although the monitor and review services will focus on the consolidated program during fiscal years 1973-74 and 1974-75, the instrument, in order to meet Departmental MAR requirements, will include subsets for other specially funded programs for which the Department has monitoring and review responsibility. These subsets will be a part of the MAR services in 1974-75.

4.2 Initiate Pilot MAR

Consolidated MAR is part of the new Departmental delivery system and is a dramatic departure from the historical experience of fragmented and separate review procedures. This kind of substantive change must be implemented only after pilot testing of the instruments and the procedures. Thus, this plan calls for a pilot effort during 1973-74, with complete delivery in 1974-75.

Because monitor and review activities can be extremely sensitive, surprises must be eliminated. Some minimal testing is essential in order to prepare a complete, viable instrument and establish workable procedures for use in all districts in California. Pilot testing will insure a high quality package representing strong leadership. Simultaneously, a pilot effort will enable the Department to partially fulfill its current responsibility to monitor and review programs already underway this year.

4.2.1 Staffing

Establish MAR Administration Relationships

MAR activities will represent a major part of the Department's delivery system and will require intensive management. The Associate Superintendent responsible for MAR will be assisted by a MAR administrator who will be responsible for the ongoing operational processes.

The MAR Program Manager and MAR Administrator will work closely together in order to insure a smooth, well coordinated delivery system. The MAR Administrator will report directly to the Associate Superintendent responsible for MAR activities.

The MAR Administrator will be responsible for the implementation of MAR procedures. His responsibility will include budget recommendations, scheduling, regional workshops, and identification of promising practices found in schools being reviewed. He will also review all final written MAR reports prepared by MAR teams.

The MAR Administrator will make recommendations to the MAR Program Manager regarding conflict resolution, submission of final reports to districts and presentations to the Superintendent and Cabinet.

Select Team Leaders

For fiscal year 1973-74, two pilot team leaders will be selected by the Associate Superintendent for MAR and the MAR Administrator. These team leaders will lead pilot MAR teams from February to June, and assist in the formative evaluation of the M-127. Team leaders will work directly under the supervision of the MAR Administrator.

Select Two Pilot MAR Teams

Two teams, composed of SDE and county office staff, will work under the supervision of the team leaders. Team size will vary according to the size and scope of a district's program (See Appendix III - Workload and Staffing).

Personnel from programs not included in the A-127 (consolidated application) but which have a monitoring requirement will be added as needed. A strong effort will be made to incorporate MAR responsibilities of these units as subsets of the reviews. Thus, when Consolidated MARs are conducted, findings and recommendations concerning these programs will be included in the exit interview and the overall report. This procedure will enable the Department to provide leadership to districts, encouraging broad coordination of specially funded programs.

Request County Office Assistance

This MAR design recognizes and believes in the need for county office consultants to assist the State Department of Education in the responsibility to review programs and to find promising practices. As will be described in detail in the plan for full MAR implementation, the MAR program must have staff assistance from county offices. Thus, the MAR teams will be composed of SDE and county office consultants during MAR visits to those large districts which volunteer to participate in the pilot effort. The purposes for cooperative assistance are fivefold:

(1) Such supplementary staff will enable the MAR program to actually conduct visits in 25% of each district's schools;

(2) The MAR program will be strengthened by utilizing educational leaders as part of the MAR effort;

(3) The Department's field relationship should be more closely knit by demonstrating our interest in working with county offices in a joint effort to improve the quality of comprehensive educational programs;

(4) County office staff will be provided the oppor-

tunity to jointly identify promising practices and will be a part of the Department's dissemination system; and

(5) Although the Department might attempt to conduct this effort with its own resources, the Department does not wish to promote a centralized bureaucracy.

Select Complaint Response Unit

By February 1974, a complaint response procedure unit within the MAR structure will be established. This unit will respond, when appropriate, to citizen complaints, OE audits, GAO audits, and legal suits. A procedure will be established to assure objectivity and standards for data collection and reporting.

4.2.2 Operational Steps

Select Twenty Consolidated Programs to be Reviewed

Given the fact that the instrument and the procedures must be field tested prior to statewide implementation, it is imperative that several consolidated programs be reviewed during FY 1973-74. Secondly, initiating a monitor and review effort during the year will immediately demonstrate the Department's commitment to a complete delivery system by meeting its responsibility in this area.

Twenty consolidated programs will be reviewed by the two pilot teams, each with the capability to conduct ten complete reviews in the February-June period. Each team will begin operations in late February 1974 conducting three reviews in March, April, and May and one in June.

The twenty consolidated programs will represent a cross section of the kinds of districts to be served. Small, intermediate and large districts will be included. Urban, suburban, and rural will be considered as other factors. An attempt will also be made to test the MAR procedures in cooperative programs. Therefore, the number of actual districts will extend beyond twenty.

Plan and Conduct Inservice Training Program

The planning team will plan and conduct an inservice training program for all members of the pilot MAR teams. This program, to be presented in February, will cover the general approach for consolidated MAR visits, emphasizing the cooperative, positive focus and our concern for promoting program improvement rather than pointing out program weaknesses. In addition, detailed information regarding the laws and regulations and specific MAR procedures will be presented and discussed in depth.

The objective of the inservice effort will be to establish close working relationships among team members, insure complete familiarity with procedures, and especially during the pilot MAR, foster a climate that encourages constructive criticism, allowing for revision of MAR procedures that are found inadequate. Because the need for total team integrity is so great, all county office representatives in the pilot MAR must participate in this inservice program, even if they will not join a MAR team until some later point (i.e., as an alternate or additional consultant who would participate in visits to very large districts).

Conduct MAR Activity in Each of 20 Districts

The MAR process in each district will be similar (see Appendix V for a detailed schedule). In general, there are four broad areas to be monitored during the course of an on-site visit:

(1) Compliance of program with federal and state regulations (see detailed categories in Appendix III).

(2) Status of documents that support a consolidated application; i.e., those which are required to be on file in the district or in individual schools.

(3) Congruence between program objectives as described in comprehensive plans and implementation activities.

(4) Identification of promising practices.

Each pilot MAR visit will involve notification to districts, advanced planning, on-site visits (including a structured exit interview), preparation of final written reports, and identification of promising practices. During the pilot MAR period, districts will not receive the MAR instrument in advance since it will be revised periodically. However, all districts will receive the MAR instrument once the full MAR program is implemented. This procedure is designed to encourage all districts to conduct a structured self-assessment whether or not they have an on-site MAR team visit that year.

Evaluate Pilot Effort

The formative and summative evaluation of the pilot effort for 1973-74 represents an absolutely essential phase. A thorough evaluation of the instrument and the pilot implementation procedures must be made before the system is introduced to school districts. Difficulties in the system should be identified and resulting changes should be made prior to field work.

MAR represents a very sensitive effort which can be misinterpreted or feared by school districts. Departmental staff must provide very positive leadership, well tested procedures and comprehensive instruments when conducting on-site visits.

Formative evaluation during the pilot visits will provide ongoing improvement of the system. The evaluation will also provide feedback to staff members concerning what modifications must be made in the consolidated instrument in order for the self-assessment procedures to be implemented easily by all districts, not just by those which also will be visited by a MAR team.

5.0 Implementation Design: 1974-75 - Outline

5.1 Prepare For Full MAR Implementation

5.1.1 Staffing

Select core staff for six teams

Identify county office assistance

5.1.2 Operational Steps

Revise MAR procedure and instruments as needed

Establish administration logistics and scheduling procedure

Establish in-house support work flow and materials flow

Conduct inservice training

5.2 Initiate Contacts With Districts

5.2.1 Staffing

MAR teams - already assembled

5.2.2 Operational Steps

Send to each district the MAR Self-Assessment instrument

Conduct Regional workshops explaining M-127 and MAR procedures

5.3 Conduct MAR Visits (180)

5.3.1 Staffing

Core MAR Teams and county office representatives

5.3.2 Operational Steps

Select 1/3 of total number of programs to be monitored

Schedule and conduct MAR activity in each program

- Notify district
- Advance planning
- Conduct on-site review
- Prepare reports
- Identify promising practices

5.0 Implementation Design: 1974-75

5.1 Prepare for Full MAR Implementation

5.1.1 Staffing

Select Core Staff for Six MAR Teams

MAR will be organized to complement the activities of the six Regional Service Teams. Thus six MAR teams will also be formed for the MAR effort and each will have the same regional assignment as the corresponding RST.

Each team will have a permanent team leader responsible to the MAR administrator and to the Associate Superintendent responsible for MAR. Each team will have a core staff of three SDE consultants. The number of county staff joining the core team will vary depending on the nature of the particular region or the nature of a particular school district; i.e., the teams will be enlarged when conducting MAR visits to programs with substantially greater numbers of personnel, schools and students. Because team size will vary, it is expected that some staff may be assigned to different teams depending on the nature of districts scheduled for MAR visits. Clearly, a modular approach is desirable so that teams can function in a flexible fashion.

Identify County Office Assistance for Full MAR

This proposed MAR program represents a truly unique approach for cooperative services by the State Department of Education and county offices. This MAR system is deliberately designed to include county office assistance, provided on a voluntary basis.

There are a number of important considerations which support this aspect of the proposal. First, the cooperative effort of SDE and county staff will help make the Monitor and Review program more objective since staff from each will bring different perspectives to the MAR teams. Second, the county office staff will have direct involvement in a major program activity of the Department, adding expertise and experience at a more local level. Third, by increasing the size of each team, the MAR program will increase its capability to make on-site school visits, insuring a more comprehensive monitor and review system. Fourth, by working together, SDE and county office staff should develop a broader understanding and mutual respect for each other's functions in and contributions to California's educational system.

Based on workload and staffing assumptions, it is proposed that 18 consultant positions be requested for participation in the MAR program. With teams of six, each MAR visit will include on-site reviews of up to six participating schools (more in the very largest districts where the total visit time will be longer).

The participation of county office staff must of course depend on the willingness of county superintendents to assign staff to this effort. Based on initial contacts and discussions, it is anticipated that these consultants can be made available on a flexible, rotating basis.

5.1.2 Operational Steps

Revise MAR Procedures and Instruments

The evaluation of the pilot MAR should produce recommendations relating to the MAR procedures as they are implemented. These recommended changes will be incorporated in the revised procedure as it is developed for the implementation of the full MAR. The effectiveness and efficiency of the MAR instruments also will be assessed as a part of the evaluation of the pilot MAR activities. The instruments will be modified in accordance with the evaluation findings and revised forms prepared for the full MAR activities.

Establish Administrative Logistics and Scheduling Procedure

The operational procedures for discharging all administrative tasks will be developed. Topics such as conducting orientation and training meetings, determining appropriate team size per program, team assignments, identification, duplication and distribution of necessary documents, and the procedure for processing, reporting and filing the MAR reports, will be addressed in this phase. A systematic procedure for scheduling field visits to assure optimum utilization of the available manpower within the framework of the total commitment, will be developed. A master schedule will be developed and maintained.

Establish In-House Support Work Flow and Material Flow

Once the procedures and required materials that are needed for conducting MAR visits are determined, the steps and phases will be sequenced and responsibilities assigned.

A work and materials flow chart and process check sheets will then be developed. Process control charts for each region will be prepared also. The status of a MAR for any given district or group of districts can then be determined without delay and a record of progress is always available.

Conduct In-service Training

Staff will receive training regarding all phases of the MAR effort, including related areas such as the comprehensive planning and consolidated application procedures implemented by the TAT teams. They will receive briefings on the basic legal requirements of each program included in the delivery system; they will participate in the final review of the MAR instrument, and develop criteria for analyzing "planning products" produced by schools and districts. The MAR staff will also receive training in the identification of promising practices. Most importantly, training will focus on conducting a positive monitor and review, stressing the need to assist LEAs to identify their own problems and areas needing improvement and to reinforce programs that are already operating effectively. This kind of training must involve building of team identity, mutual trust and confidence.

5.2 Initiate Contact with All Districts

5.2.1 Staffing

At this point MAR teams will have been already assembled.

5.2.2 Operational Steps

Send Out Self-Assessment Instrument to All Districts

In September each district will receive a self-assessment instrument (M-127 A). This instrument will be identical to the instruments used by the MAR teams. However, it will include instructions needed to clarify usage of the instruments. This procedure will be followed in order to eliminate surprises and minimize fear or antagonism. The document is meant to identify basic legal requirements and essential comprehensive program planning components while emphasizing our desire to promote program improvement. There will be no hidden agenda since districts should be able to use the MAR documents to fulfill the goals of the consolidated delivery system. District representatives will have participated in planning the instrument and will be fully informed concerning its program details.

Conduct Regional Workshops Explaining M-127 and MAR Procedures

The self-assessment instrument (M-127 A) will be designed to promote widespread program improvement. If used actively by all districts, the MAR process should insure total statewide coverage.

Workshops are scheduled to describe the goals of self-assessment, using M-127 A. These workshops will actually serve as inservice training in self-assessment for district staff and will be especially important for those districts not to be visited during 1974-75. The workshops will reinforce the need for well prepared comprehensive planning products for districts which will be visited in 1974-75.

5.3 Conduct MAR Visits

5.3.1 Staffing

As noted above, MAR staff will be assigned regions based upon the workload reflected in Appendix III. There will likely be flexible assignments of staff based upon the ratio of one extra professional educator for each four schools above and beyond each core MAR team's capability.

5.3.2 Operational Steps

Based upon experiences gained in the 1973-74 pilot effort, the MAR unit will conduct approximately 180 separate reviews. The specific steps involved in each MAR visit are the same as the operational steps delineated for 1973-74.

The 1974-75 teams will be operating with complete rather than experimental instruments and procedures. Each team will have full authority to present their findings to the district during the exit interviews. Their final reports should closely reflect these on-site interviews.

6.0 Organizational Relationships

6.1 Regional Service Teams - MAR Interaction

6.1.1 General liaison

6.1.2 Use of RST staff in the MAR program

6.2 ECE Management Team - MAR Interaction

6.2.1 General liaison

6.2.2 Use of ECE-MAR staff in the MAR program

6.3 Office of Evaluation - MAR Interaction

6.3.1 General liaison

6.3.2 Use of Office of Evaluation staff in the MAR program

CONSOLIDATED MONITOR AND REVIEW SERVICES

6.0 Organizational Relationships

The new delivery system has been established to coordinate the Department's administration of categorically funded programs, especially those related to early childhood education. The preceding sections describe how the State Department of Education proposes to implement the third major component of the delivery system, monitor and review of comprehensive education programs developed by local education agencies. This section describes how Monitor and Review Services will interface with other delivery system components and related Office of Evaluation activities.

It should be pointed out that MAR has a specific purpose in the delivery system. It can only serve a diagnostic assessment function; identifying areas requiring program improvement by an LEA. The necessary assistance must be provided by some other units depending on the nature of the problem. To have this happen, it will be the responsibility of the MAR teams, MAR administrator, and MAR program manager to insure communication initiated, whether with Regional Service Teams, with the Office of Evaluation, with the Management Assistance Team, or with appropriate subject matter specialists - whoever is most likely to have the skills needed by the district. Similarly, if a district's program appears particularly promising, subject-matter units will be asked to make special reviews to confirm this assessment and to prepare appropriate descriptive material for systematic dissemination.

6.1 Regional Service Teams - MAR Interaction

6.1.1 General liaison

It is proposed that six MAR teams be established. This number corresponds to the RST structure thereby promoting stable working relationships between two teams assigned to a geographical region. It will be essential that the two groups perform their duties in a coordinated manner.

In order to maintain close liaison, it is proposed that the MAR team and a member(s) of the Regional Service Team would review the district's programs prior to the visit to that school district. The details of this review will be developed together. They could be accomplished on a monthly basis or more frequently if felt necessary. Similarly, a copy of individual MAR reports describing each district visit and a debriefing (if needed) will be provided to the RST. In addition to this collaboration, when any policy questions arise related to a visit, the MAR Administrator, Consolidated Application Administrator and leaders of both regional teams will meet to determine what problems exist in the LEA program and what steps are needed to resolve them. This type of coordination will eliminate the possibility of multiple, possibly conflicting, instructions being given to a school district by the two teams.

It should be added that the two teams, while operating in the field simultaneously during the January-May period, will have very different responsibilities. The MAR team will be monitoring a district's implementation of their educational program (approved by the Board of Education the previous June) while the RST will be assisting the district with their next year's plan and appropriate application for funds. Naturally, coordination of visit schedules will be maintained so that both teams are not in the same district at the same time. Following these procedures, the teams will provide complementary services.

In addition, during the pilot phase of MAR, the MAR Program Manager, MAR Administrator, and MAR team leaders will meet with equivalent RST personnel to assure full coordination. As mentioned above, the MAR teams should meet with the appropriate RST prior to visiting each district.

6.1.2 Use of RST staff in the MAR Program

The comprehensive planning and consolidated application processing activities require intensive services to districts during the January-June period each year. In addition, between July and December maintenance functions will be continued. However, it is anticipated that some staff who served with Regional Service Teams could be available to participate in the MAR program during the October-December period. Their participation would serve three important purposes:

1. The MAR teams will be enlarged, thus allowing direct visits to a greater number of schools in the largest districts.
2. RST members will have a chance to participate in the MAR process, thus viewing first hand how the MAR

component complements the RST efforts to assist districts in planning and implementing comprehensive educational programs.

3. RST staff participation will better insure continuity between the comprehensive planning/consolidated application phases and the MAR phase of the delivery system.

It is proposed that 12 consultants with RST experience be assigned for full-time service to the MAR regional teams between October and December. These would be selected once the workload of each RST has been determined. These members would participate in the inservice training program with the core SDE and county office MAR team members.

6.2 Early Childhood Education Management Team - MAR Interaction

6.2.1 General liaison

The ECE Management Team is responsible for implementing comprehensive ECE programs in participating schools throughout California. Since this responsibility includes monitor and review services as well as application processing, it will be necessary for the consolidated MAR program to establish formal relationships with the ECE Management Team.

It is proposed that the ECE Management Team retain responsibility for monitor and review of those schools receiving ECE funds, for several reasons: ECE funds are awarded on a competitive basis and school participation is determined according to the district's master plan and the success of individual schools in competing for expansion funds. It is important to note that this competition is on a school-by-school basis, thus the monitor and review procedures require school level assessment, not district-wide assessment. In addition, the ECE review will only cover grades K-3 (or K-1/K-2 in some schools), while other programs will include all grade levels in the same schools. As a result, the ECE MAR procedures and scope will be very different than those required for the consolidated MAR program.

To be sure that districts have a clear understanding of these two similar functions, the consolidated MAR program will include a careful explanation describing just what relationships exist and how the department has divided its MAR responsibilities. To avoid duplication of effort and possible misunderstanding, the consolidated MAR program will not include visits to most of the schools being monitored by the ECE Management Team. In single-school districts, the MAR staff will not revisit grades which were visited by ECE-MAR staff.

Following the initial year of consolidated MAR implementation (FY 1974-75), it is proposed that a comprehensive review be conducted to determine whether these two monitor and review activities should be merged in some way for FY 1975-76.

6.2.2 Use of ECE MAR staff in the Consolidated MAR Program

The ECE MAR activity requires intensive staff assistance during the December-March period (approximately 24 consultants). During the April-May period, ECE plans indicate that 18 consultants will be required, thus the remaining staff assigned to the ECE Management Team on a part-time basis should be available to participate in the consolidated MAR program. As is the case with RST members, there are excellent reasons for this participation:

1. The ECE staff will have substantial monitor and review experience. The need for additional training in consolidated MAR procedures will be minimized.
2. The ECE staff, based on their exposure to comprehensive planning and implementation of ECE programs, will have valuable inputs for districts and schools whose programs are less well developed.
3. Enlarged monitor and review teams will permit visits to a greater number of participating schools in large districts.

It is thus proposed that 1 staff member with ECE MAR experience be assigned to each consolidated MAR regional team (a total of six consultants) during the months of April and May.

6.3 Office of Evaluation - MAR Interaction

6.3.1 General liaison

Although the monitor and review functions differ substantially from evaluation functions, it is likely that some confusion may result in districts especially since the delivery system has created many changes in the Department's operations. Therefore, it will be necessary to define precisely the areas of responsibility to be assumed by the MAR program and by the Office of Evaluation.

The MAR Planning Team will review with the Office of Evaluation all MAR procedures and assessment criteria related to evaluation designs planned and implemented by districts. In addition, information to the field will include a section describing the differing responsibilities of each program and the nature of field operations having direct effect on school districts.

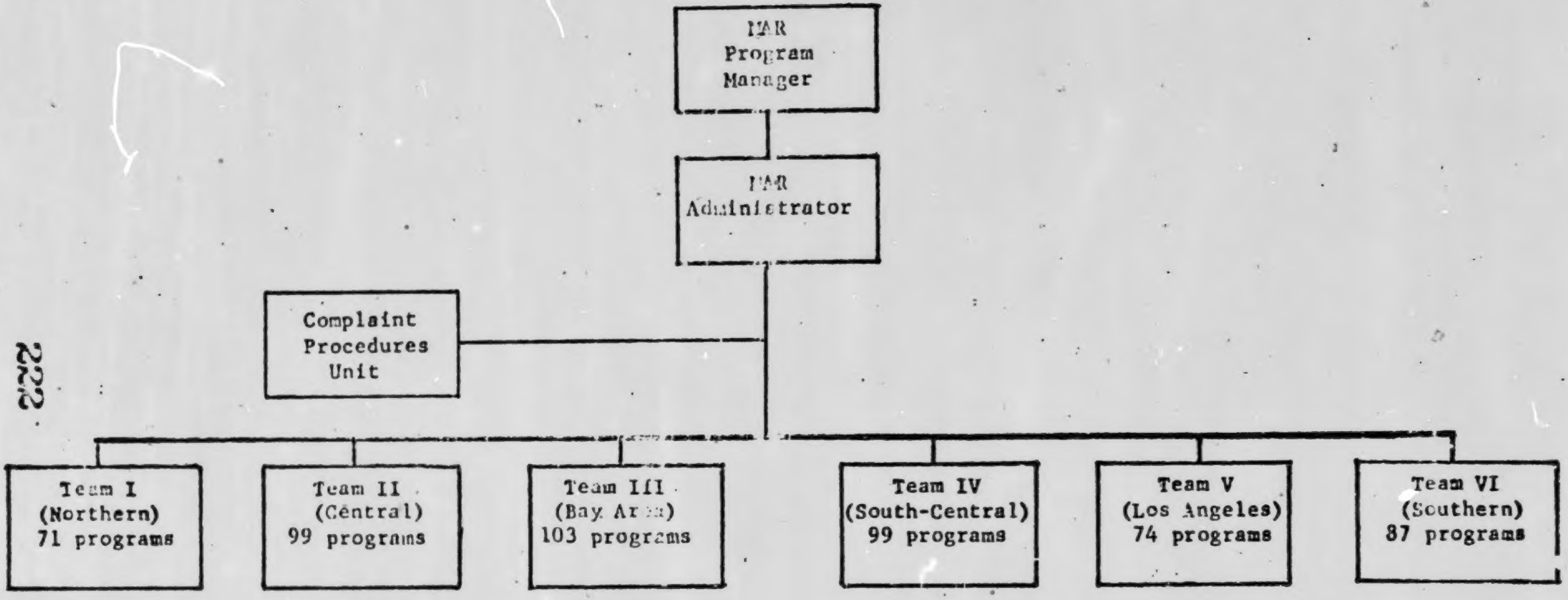
In most cases, the MAR program will not have responsibility for follow-up on-site visits that are recommended as a result of problems with a particular district's program indicated by analysis of student achievement data prepared by the Office of Evaluation. This probably will involve a limited number of districts, but such capability is essential in order to comply with SDE evaluation responsibilities for each of the programs funded through the consolidated applications.

6.3.2 Use of Office of Evaluation Staff in the Consolidated MAR Program

It is proposed that one evaluation consultant participate on a permanent full-time basis in the consolidated MAR program. The evaluation consultant will assist in preparing (or reviewing) procedures and materials related to legal requirements for planning and implementing an appropriate program evaluation. In addition, the consultant will participate as needed in MAR visits, adding specific expertise to that team and broadening its depth of experience. Naturally, the consultant will be available to all six MAR regional teams for advice and assistance.

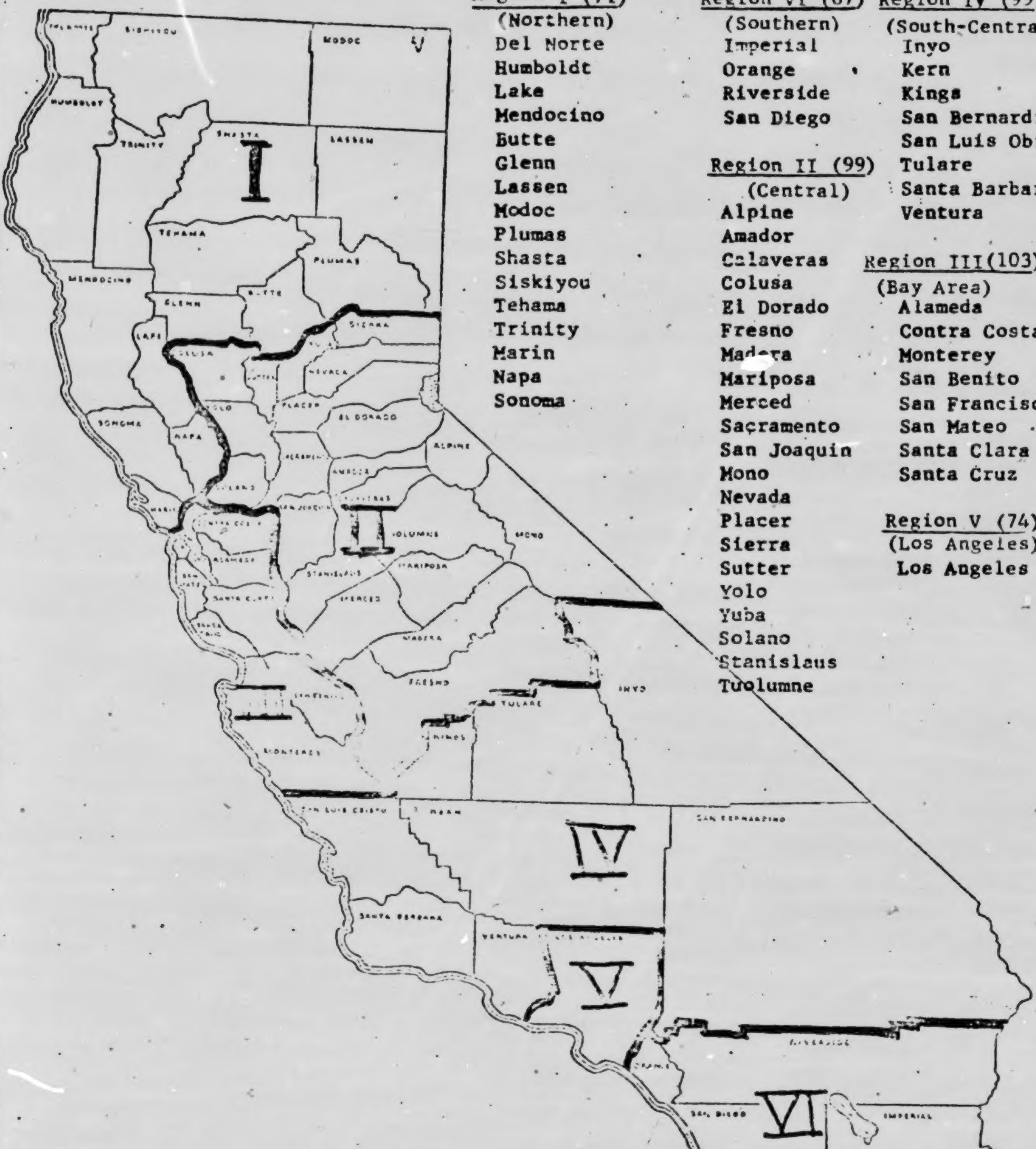
APPENDIX I

State Department of Education
MAR Field Service Regions


MAR Program Manager
MAR Administrator
Complaint Procedures Unit
Team I (Northern) 71 programs
Team II (Central) 99 programs
Team III (Bay Area) 103 programs
Team IV (South-Central) 99 programs
Team V (Los Angeles) 74 programs
Team VI (Southern) 87 programs

See Map; Appendix II

APPENDIX II
FIELD SERVICE REGIONS


I
II
III
IV
V
VI
DEL NORTE
SISKIYOU
MODOC
HUMBOLDT
TRINITY
SHASTA
LASSEN
TEHAMA
PLUMAS
MENDOCINO
GLENN
BUTTE
LAKE
COLUSA
SIERRA
NEVADA
YOLO
PLACER
EL DORADO
SONOMA
NAPA
SOLANO
ALPINE
AMADOR
MARIN
CONTRA COSTA
ALAMEDA
CALAVERAS
TUOLUMNE
MONO
STANISLAUS
MARIPOSA
SANTA CLARA
MERCED
MADERA
FRESNO
INYO
TULARE
SAN BENITO
KINGS
MONTEREY
SAN LUIS OBISPO
KERN
SAN BERNARDINO
SANTA BARBARA
VENTURA
LOS ANGELES
RIVERSIDE
ORANGE
SAN DIEGO
IMPERIAL

Region I (71)
(Northern)
- Del Norte
- Humboldt
- Lake
- Mendocino
- Butte
- Glenn
- Lassen
- Modoc
- Plumas
- Shasta
- Siskiyou
- Tehama
- Trinity
- Marin
- Napa
- Sonoma

Region VI (87)
(Southern)
- Imperial
- Orange
- Riverside
- San Diego

Region II (99)
(Central)
- Alpine
- Amador
- Calaveras
- Colusa
- El Dorado
- Fresno
- Madera
- Mariposa
- Merced
- Sacramento
- San Joaquin
- Mono
- Nevada
- Placer
- Sierra
- Sutter
- Yolo
- Yuba
- Solano
- Stanislaus
- Tuolumne

Region IV (99)
(South-Central)
- Inyo
- Kern
- Kings
- San Bernardino
- San Luis Obispo
- Tulare
- Santa Barbara
- Ventura

Region III (103)
(Bay Area)
- Alameda
- Contra Costa
- Monterey
- San Benito
- San Francisco
- San Mateo
- Santa Clara
- Santa Cruz

Region V (74)
(Los Angeles)
- Los Angeles

CONSOLIDATED MAR SERVICES
APPENDIX III

Workload and Staffing

I. Workload Standards

A. Basic Assumptions:

1. The monitor and review program must include visits to classrooms. Thus MAR visits can only be made while schools are in session. If this assumption is valid, then 30 weeks are the maximum possible during which MAR visits can be conducted.

2. The monitor and review program must include an assessment of the district's compliance with regulations involving comprehensive planning, instructional activities, community and parent involvement, fiscal management and program evaluation design. That is, the MAR program should be responsible for conducting a comprehensive program review.

3. The Department of Education must maintain final responsibility for determining whether each district is complying with at least the minimum legal requirements as established by federal and state laws and regulations.

B. Workload Requirements (consequences of basic assumptions)

1. The department receives approximately 530 consolidated applications via the new categorical assistance delivery system. For fiscal year 1973-74, the sizes of the grants were distributed as follows:

0 - 50,000		78
50 - 100,000		110
100 - 150,000		68
150 - 200,000		50
200 - 250,000		27
250 - 300,000		32
300 - 350,000		28
350 - 400,000		21
400 - 450,000		15
450 - 500,000		12
500 - 550,000		16
550 - 600,000		6
600 - 650,000		5
650 - 700,000		5
700 - 750,000		6
750 - 1,000,000		29
1,000,000 Plus		25
	TOTAL	533

2. The U.S.O.E. staff has recommended that programs of $500,000 or more be visited annually and that all districts be monitored at least every two years, noting that only 22 reviews (usually made by small teams and lasting 1-2 days) were completed by the SDE during the past 4 years. While this would be optimal, we feel the magnitude of California's program makes this unrealistic. Instead we propose a varying frequency of visits as follows:

$ Grant	No. of Districts	Frequency	Required No. of Visits Annually
$50,000 or less	78	Once/4 years	19
$50,000 - 700,000	395	Once/3 years	132
$700,000 or more	60	Once/2 years	30
	533		181 visits per yea

3. Although MAR visits to districts will vary in length and scope depending on the size of each district's comprehensive program, we estimate that the average time per visit - including time for advance preparation, on-site observation, analysis of information and final report compilation - will cover one week. Accepting the need for 181 visits each year, each of the six MAR teams would be required to conduct one visit per week, or a total of 30 visits per school year. (This requirement would vary slightly between regions.)

II. Staffing

A. Basic Assumptions

1. Six MAR teams are required, one per field service region.

2. State Department consultants must retain responsibility for the leadership of each team.

3. County Office consultants will be available to participate as members of each MAR team, if only for part-time service involving several different individuals throughout the year.

4. SDE staff with Regional Service Team assignments (January - June) and ECE-MAR assignments (December - March) will be available for assignment with MAR teams from October - December and April - June respectively.

B. Staffing Requirements

1. State Department Staff:

6 permanent MAR teams x 3 consultants = 18
Leader - 1 consultant
Program Compliance - 1 consultant
Fiscal Compliance - 1 consultant
3

1 Complaint Response Unit x 2 consultants = 2
20

2. County Office Staff

6 MAR teams x 3 consultants = 18

3. Schedule for Use of Additional Staff

During the periods noted above, staff having part-time assignments with the RSTs and ECE Management Team could be available to provide additional assistance to the consolidated MAR program. Their assistance would be invaluable, since the enlarged MAR teams would schedule visits to the 60 largest districts and conduct on-site reviews in a significantly greater number of schools:

Districts receiving $700,000 - $5,000,000	Number of Participating Schools
56	954 (average of 17)

Districts receiving over $5,000,000		Number of Participating Schools
Compton	($7,085,818)	18
Oakland	($9,190,344)	79
San Francisco	(11,821,486)	81
Los Angeles	($67,017,904)	216

APPENDIX IV

MAR PROGRAM
System Design

Time Frame	System Definition and Development	Product
	Function	
Dec. 1, 1973	Define the basis for MAR Define Goal, Needs and Related Objectives	(See report Part 1.0 and 2.0)
	Description	
Dec. 1, 1973	Define MAR - (Report) General description Content requirements and limitations	(See report Part 1.0 through 4.0)
	Development	
Dec. 1, 1973	3.0 Define development objectives and time frame 4.0 Develop Implementation design	(See report Part 3.0) (See Report Part 4.0 and Flow Chart)
	(Flow Chart Attached)	

APPENDIX IV

MAR PROGRAM
Implementation Design
Flow Chart

4.0 - Implementation Design
1973 - 1974

Phases		Target Dates: Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov
4.1 Develop MAR Procedures and Instruments Dec. - Feb. 74	**4.1.1 Staffing**												
	Establish Dept. Adv. Group		X										
	Identify LEA Ass't.		X										
	Select Planning Team (Six)	X	X										
	4.1.2 Operational Steps												
	Review Models	X	X										
	Analyze Legal Elements	X	X										
	Establish MAR Procedures	X	X										
	Design MAR Instrument (M-127)	X	X										
4.2 Initiate Pilot MAR Dec. 73 - June 74	**4.2.1 Staffing**												
	Define Role of MAR Administrator	X	X										
	Select Two Pilot MAR Teams -	X	X										
	Five Members, Plus Leader -	X	X										
	(Six Members Each)												
	Select Complaint Procedure Unit Within MAR Structure	X	X										
	Request LEA Assistance		X										
	4.2.2 Operational Steps												
	Select Twenty Programs		X										
	Schedule & Conduct MAR Activities			X	X	X	X	X					
	- Notify District												
	- Complete Advanced Planning												
	- Conduct On-Site Visit												
	- Prepare Reports												
	- Identify Promising Practices												
	Evaluate Pilot Effort							X					

APPENDIX IV

5.0 Implementation Design
1974 - 75

Phases	Implementation Design	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
5.1 Prepare For Full MAR Implementation	5.1.1 Staffing												
	Select Staff	X											
	Identify LEA Assistance	X	X										
	5.1.2 Operational Steps												
	Revise MAR Procedures and Instruments as Needed	X	X										
	Establish Administration Logistics & Scheduling Procedures	X	X										
	Establish In-House Support Work Flow & Material Flow	X	X	X									
	Conduct Inservice Training			X	X								
5.2 Initiate Contacts With All Districts	5.2.1 Staffing												
	MAR Teams Plus LEA Assistance												
	5.2.2 Operational Steps												
	Distribute M-127			X									
	Conduct Regional Workshops			X	X								
5.3 Conduct MAR Visits (180)	5.3.1 Staffing												
	MAR Teams - Plus LEA Representatives												
	5.3.2 Operational Steps												
	Select 1/3 of Total Programs		X										
	Schedule Visits			X									
	Conduct MAR Activities (Five Steps)				X	X	X	X	X	X	X	X	X

APPENDIX V

MAR PROCEDURE PLAN

1.0 Pre-Planning

1.1 Letter is sent to the district to be visited indicating dates for possible MAR visitation and asking district to approve dates.

1.2 The MAR Coordinator working with Program Director schedules interviews for individual MAR team members with program personnel within the district to be visited.

1.3 Materials are prepared for consultants

- Material check list (Form M-3)
- Assignment sheet (Form M-4)
- M-127
- Report form and instruction sheet (Form M-2)
- On-site guide reference (MAR Ref. #4)
- District summary sheet (Form M-1)
- Other

1.4. MAR Regional Coordinator reviews the purpose of MAR visit with the entire MAR team and appoints team captain for the visit and distributes materials

2.0 On-Site Visit

2.1 MAR team meets as a group with the district staff to become oriented to the consolidated program offered in the district.

2.2 Individual MAR team members conduct scheduled interviews.

2.3 MAR team meets as a group at the end of each day to summarize findings.

2.4 The evening before the exit presentation, the MAR team drafts a report based on the findings.

3.0 Exit Presentation

3.1 The report is read to the district staff as an exit presentation on the last day of the visit.

3.2 District personnel may submit comments for consideration in the report.

4.0 Final MAR Report

4.1 The report is edited after MAR team returns to State Department of Education Office.

4.2 The report is read and approved by the MAR Program Manager.

4.3 After approximately one month from the date of the MAR visitation, the district receives the report.

MAR PROCEDURE PLAN

4.4 District may submit a response to the MAR report, indicating concurrence or lack of concurrence with the various concerns identified by the visiting MAR team. In the event that points of non-concurrence are cited, a review will be made and the issues discussed with the district.

4.5 The final report is sent to the district for their use and to the R.S.T. and other agencies as required.

5.0 Identify Promising Practices

5.1 As part of the district visit, MAR team makes request to visit the district's most exemplary program.

5.2 Using program criteria determined in advance, conduct review of nominated program(s).

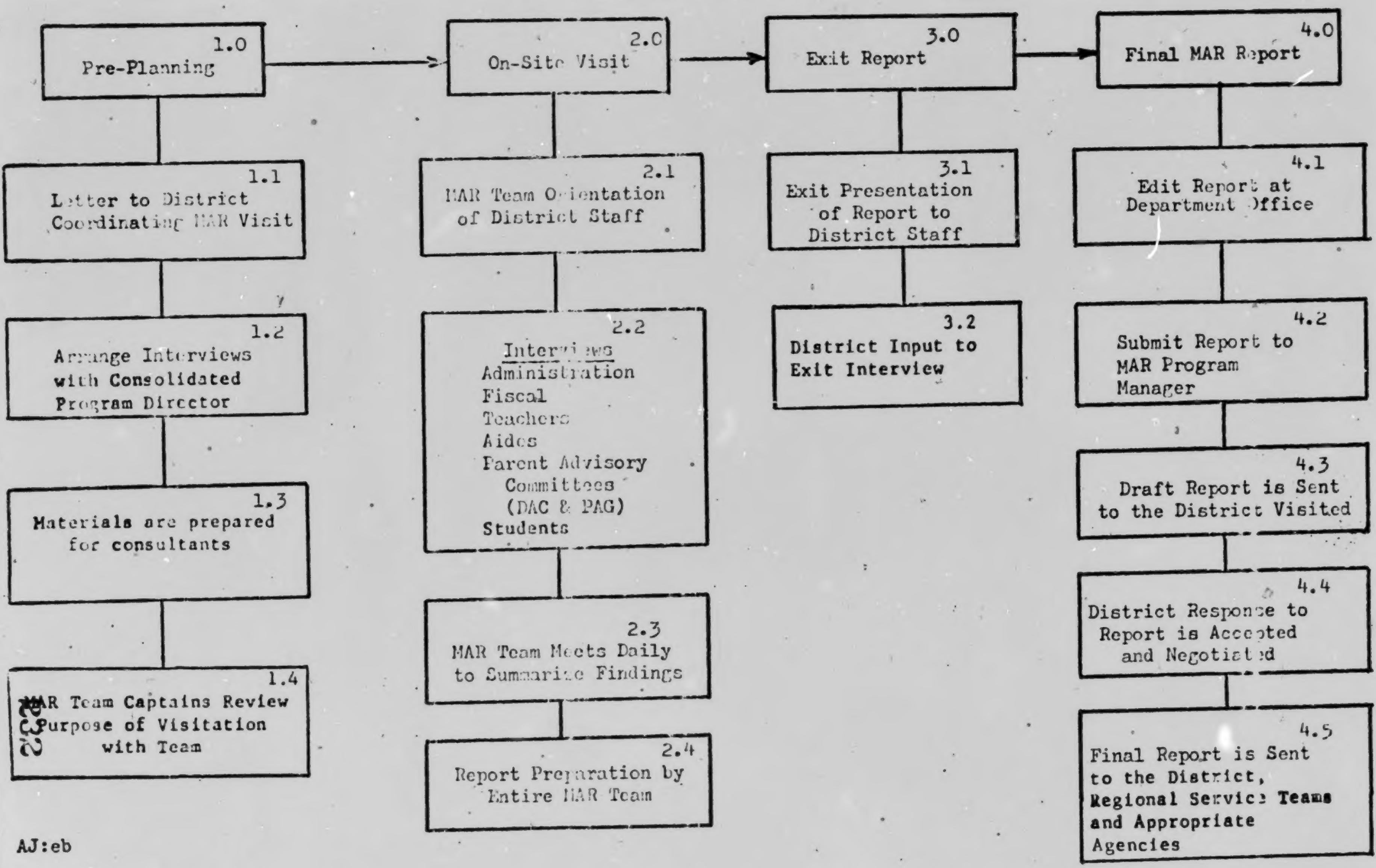
5.3 Collect descriptive materials already developed, if any.

5.4 Rate program using criteria

5.5 Review rating with district, discussing any additional input from administrators.

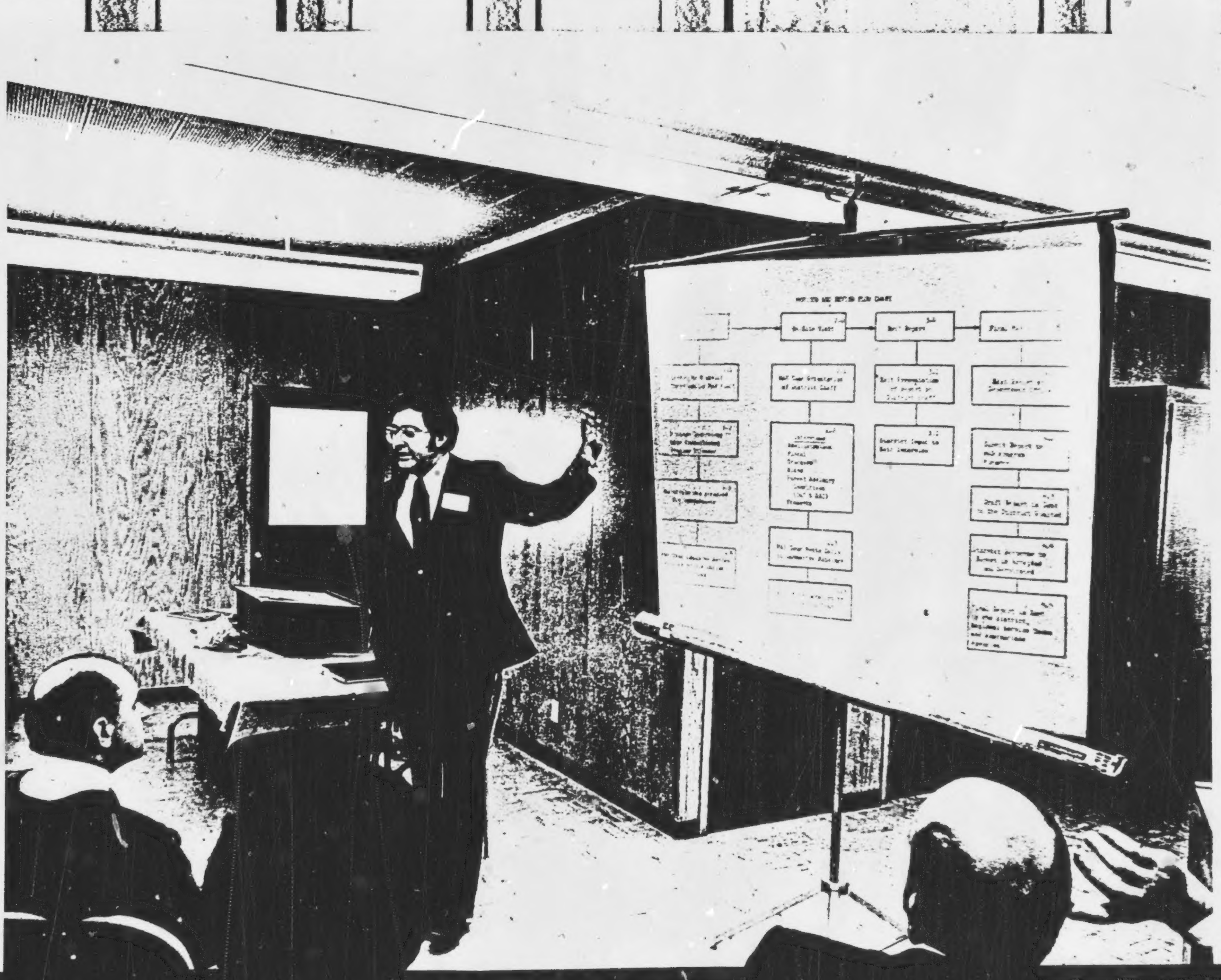
5.6 Based on rating, include program in promising practices category for further review and possible inclusion in promising practices dissemination materials.

MONITOR AND REVIEW FLOW CHART


1.0
Pre-Planning
1.1
Letter to District Coordinating MAR Visit
1.2
Arrange Interviews with Consolidated Program Director
1.3
Materials are prepared for consultants
1.4
MAR Team Captains Review Purpose of Visitation with Team
2.0
On-Site Visit
2.1
MAR Team Orientation of District Staff
2.2
Interviews
Administration
Fiscal
Teachers
Aides
Parent Advisory Committees (DAC & PAG)
Students
2.3
MAR Team Meets Daily to Summarize Findings
2.4
Report Preparation by Entire MAR Team
3.0
Exit Report
3.1
Exit Presentation of Report to District Staff
3.2
District Input to Exit Interview
4.0
Final MAR Report
4.1
Edit Report at Department Office
4.2
Submit Report to MAR Program Manager
4.3
Draft Report is Sent to the District Visited
4.4
District Response to Report is Accepted and Negotiated
4.5
Final Report is Sent to the District, Regional Service Teams and Appropriate Agencies

AJ:eb

Revised 1/16/74



APPENDIX D

Monitor and Review Inservice
Evaluation Report

MAR INSERVICE EVALUATION REPORT

State Department of Education
California County Schools
March 12-15, 1974

The inservice meeting for MAR, held March 12-15, was attended by 47 county and state participants. The purpose of the inservice was to acquaint the participants with the M-127 instrument and to enable the participants to utilize the instrument effectively in conducting monitor and review sessions in the field. In the final analysis, the measurement of the objective would be the success of the monitor and review mission in the field as evidenced by the reaction of school districts in meeting compliance after the monitor and review has occurred.

All but three responses to the evaluation instrument of those attending the last day were received. Those involved directly with program activities did not fill out evaluation forms. Evaluation was both formal and informal. Informal evaluation was conducted during and between sessions by three observers who wrote the responses received. The results are on page 3 of this report.

Each participant was given the M-127 instrument and a book of references which included all the legislation, guidelines, or other authority for each item in the M-127.

Small group meetings were led by the following:

Dr. James Nelson, RST Member
Dr. Vernon Broussard, RST Member
Mr. Hal Andrews, RST Member
Ms. Barbara Sandman, ECE Member
Dr. Frank Delevan, ECE Manager
Mr. Robert McCarthy, ECE Member
Dr. Malcolm Richland, Evaluation and Research
Mr. Alex Gunn, Intergroup Relations
Mr. Morgan Greenwood, Community Services
Mrs. Lillian Barna, School District Representative

A copy of the inservice agenda is attached.

RESPONSES TO THE INSERVICE TRAINING EVALUATION FORM

The Most Valuable Part of the Inservice Program:

	No. Responding
Going through the monitoring document with a specialist in the field	9
Small group discussions	10
Knowledge gained in specific areas	2
Relating to people from the State Department and the county offices	4
Problem solving (the final session)	4
The Human Relations Program	3
Interaction of RST and MAR Teams	2
Well organized inservice	3

Suggestions:

Pre-MAR visit - team building simulation	2
- in a district	1
More inservice on providing solutions to problems in the field. What was given was excellent	4
Additional inservice after several field visitations	4
More discussion with specialists in the field	2
Additional acquaintance with rules and regulations - Title I, II, etc.	4
None or no suggestions - it was well organized	2
Continue present inservice	1
Additional team building	1
More do's and don'ts sessions	1

INFORMAL EVALUATIONS RECORDED DURING INSERVICE MEETING

	No. Making Comments
"This is the type of inservice the State should conduct should have received."	4 (State)
"The county is appreciative of an opportunity to work with the state; this helps us both."	12 (County)
"The county wants to work in cooperation with the state as this is planned, we do not want to do it all." (Quite emphatic)	9 (County)
"The small groups help us keep on the ball." "Small groups are the only way to go." "Small groups are very superior to large groups for getting across information, etc."	11 (State & County)
"The interaction is terrific."	5 (State & County)
"Could we have more team building?"	2
"We want more answers to problems, but I guess it's my job to read the material in the reference book."	3
"This is well organized. The meeting keeps moving." . .	6

MAR INSERVICE
STATE DEPARTMENT OF EDUCATION
CALIFORNIA COUNTY SCHOOLS
MARCH 12-15, 1974

MARCH 12

State Personnel Board Room #150
801 Capitol Mall, Sacramento

10:00 - 10:30	Joint County and State Cooperation . . .	Dr. Rex Fortune
10:30 - 11:00	MAR as an Integral Part of the Delivery System	Dr. William Webster
11:00 - 11:30	The RST and CAP Process	Dr. William May
11:30 - 12:00	The MAR Team Concept	Mr. Manuel Ceja
12:00 - 12:30	The MAR Team Process	Mr. Edward Bispo
12:45	Luncheon - Mansion Inn Hotel 700 16th Street Sacramento	
After Lunch	Trip to Modesto (Map Attached)	
7:00	Small Group Dinner - Holiday Inn 1612 Dale Road Modesto	

MARCH 13

Modesto County Office
801 County Center, III Court, Modesto

9:30 - 9:45 Welcome . . . . Mrs. Margery Ruby
Coordinator, Mathematics
Stanislaus County Schools

9:45 - 10:15 The MAR Mission . . . . Mr. Edward Bispo

10:15 - 10:30 Coffee Break

10:30 - 3:45 The Information Fair . . . . RST and MAR Team, ECE
Management Team, Co.
Office Personnel

Process: Continuum of 45 minutes spent in each group by color-clued teams:

10:30 - 11:15
11:15 - 12:00
12:00 - 1:30 Lunch
1:30 - 2:15
2:15 - 3:00
3:00 - 3:45

Content:

1. Dr. James Nelson

    Fiscal and Administration
    Management (6.0 - 7.0-8)
    Maintenance of Effort (2.0 - 2.0-3)
    Minimum and Maximum Levels of Service (1.11)

2. Dr. Vernon Broussard

    Selection of School Sites (1.0 - 1.1-6)
    Selection of Pupils (1.2 - 1.2-4)

3. Mr. Hal Andrews

    Program Goal Statements (1.4 - 1.4-3)
    Program Components and Objectives (1.6 - 1.6-3)

4. Ms. Barbara Sandman

    Needs Assessment (1.3-(t))

5. Mr. Frank Delevan and 2 RST Team Members

    Restructure of Comprehensive Program

3:45 - 4:30 Question Session . . . . Team Leaders

MARCH 14

Modesto County Office

9:00 - 9:30 Coffee and Doughnuts

9:30 - 12:00 The Information Fair . . . . RST and MAR Team, ECE Management Team, Intergroup Relations, County Office Personnel

Process: Continuum of 30 minutes spent in each group by color-clued teams:

9:30 - 10:00
10:00 - 10:30
10:30 - 11:00
11:00 - 11:30
11:30 - 12:00

Content:

1. Mr. Robert McCarthy

   Individualized Instruction (1.9 - 1.9-6)

* 2. Mr. Larry Luna, Coordinator, Title I
   Fresno Unified School District

   Parent and Community Involvement (3.0 - 3.0-11)

3. Dr. Malcolm Richland

   Dissemination of Information (4.0 - 4.0-3)
   Evaluation (5.0 - 5.08e)

4. Mr. Alex Gunn

   Isolation and Segregation (1.12 - 1.12-1)

5. Mr. Morgan Greenwood

   Non-Public School Participation (1.13 - 1.13-14)

12:00 - 1:30 Lunch

1:30 - 4:00 Are You Communicating? . . . . A Discussion of Group Effectiveness — Dr. Maryjo Woodfin, Consultant, Professor, Ca. State Univ., Long Beach

*Mrs. Lillian Barna substituted

MARCH 15

Modesto County Office

9:00 - 9:30	Coffee and Doughnuts	
9:30 - 11:30	Implementation of the A-127 MAR Instrument in Situations Found in the Field	Group Discussion Dr. Marion Faustman, Leader; ECE Management, RST & MAR Team; Dr. Maryjo Woodfin, Interactor
11:30 - 11:50	List of Assignments and Counties to Undergo MAR Process	Mr. John Apple
11:50 - 12:30	Evaluation of Inservice	
12:30	Lunch	

MAR INSERVICE

PROCESS:

MAR Team members will lead color-clued groups through the various groups named in the Agenda. Those attending will receive colored badges:

Erven Brundage (Green) - Start with Group 1
Martin Bauman (Orange) - Start with Group 2
Jack Beckett (Red) - Start with Group 3
John Apple (Yellow) - Start with Group 4
Art Jensen (Black) - Start with Group 5

It is the duty of the MAR Team Leader to see that groups do not continue beyond the three-quarters of an hour (March 13) and one-half of an hour (March 14) time allotted; to move smoothly from one group to the other; and to record themselves or choose a recorder to write the information in each group. Each group goes in numerical sequence:

Green Team	Orange Team	Red Team	Yellow Team	Black Team
1	2	3	4	5
2	3	4	5	1
3	4	5	1	2
4	5	1	2	3
5	1	2	3	4

TEAMS:

Green Team

Erven Brundage
Raymond Nelson
Charles Bleything
Ruth Smith
Alvin Reetz

Orange Team

Martin Bauman
William Zachmeier
Oliver "Bud" Neely
John Moore
Wayne N. Jordan
Frank Piperato
June V. de von Moltke

Red Team

Jack Beckett
Kent Holtzclaw
Edwin Lamoreau
William Baker
Bobbie Batchelder
Sam Clemens
Marilyn Burtt

Yellow Team

John Apple
Margery Ruby
Cliff Rodrigues
Daniel Foster
Robert Morrill
Rose Talley-Holloway
Karen Olson

Black Team

Art Jensen
David Hammond
Ronald Hockwalt
Earl Owens
Dorothy Kraus
Harvey Wilson
Tom Bauer

Marion Faustman - Floating Team Member
Bill Doyle, Reactor

APPENDIX E

Consolidated Monitor and Review Services:
Executive Summary of Revised
Monitor and Review Plan

Consolidated Monitor and Review Services

Executive Summary of Revised MAR Plan

1.0 Philosophy-Purpose (See Sections I and II)

The goal of Monitor and Review services, as part of the Department's delivery system for administering categorical funds, is to assist districts to implement comprehensive instructional programs which meet mandated legal requirements and, most importantly, which promote maximum educational achievement by each student. (Section I)

To accomplish this, MAR is committed to the following philosophy of operation:

A. MAR procedures will emphasize the reinforcement of promising programs and practices, checking for program and fiscal compliance only as precisely required in the law and regulations, while encouraging continuing self-assessment by LEAs.

B. MAR activity will constantly stress objectiveness and openness. We don't expect to have any "surprises" as the program develops since all participants will be kept fully informed of all major program activity and procedures.

C. MAR will respond to complaints quickly and effectively so that the total program maintains an image of accessibility, no matter who generates a complaint.

1.1 Cabinet Decision: Are these principles appropriate as general guidelines for operation of the MAR program?

2.0 Specific MAR Objectives and Workplan (See Sections 3, 4 and 5 plus Appendices 3 and 5)

2.1 1973-74 - Pilot MAR (Sections 3 and 4)

Cabinet has given approval (December 10 meeting) to initiating a pilot MAR program during this December-June Period. Twenty districts will participate in piloting the MAR instrument providing a comprehensive testing of the M-127 instrument and all MAR procedures. Two teams, composed of State Department and county office staff, will be assembled for this purpose. A Planning Team, in operation since December, has already made substantial progress as we prepare for visits starting in early March. A complaint unit will be established to provide prompt response to any field initiated complaint.

2.2 1974-75 - Full MAR (Sections 3 and 5, Appendix 3)

It is proposed that approximately 180 districts/cooperatives be monitored each year. The remaining districts (about 350) will be given the M-127 instrument and be encouraged to undertake a self-assessment effort. This schedule allows us to visit the largest program every two years, middle-sized programs every three years, and the smallest programs every four years. While USOE auditors have recommended a more intensive level of visits, the above schedule represents a dramatic increase in our commitment to monitor and review and is realistic organizationally.

To complete the 180 reviews, six MAR teams will each conduct 30 visits during the October-June period. We realize this nine-month period includes an overlap with the Regional Service Teams. However, it is essential for MAR teams to operate throughout the school year in order to conduct comprehensive reviews in one-third of the districts.

The MAR teams will have the same regional assignments as the RSTs and will interact frequently (See Section 6) to provide maximum continuity between LEA program implementation and comprehensive planning for the next year. The complaint unit will continue to service any complaints received from the field.

Cabinet Decisions:

2.2.1 Are the basic assumptions in Appendix 3 appropriate, i.e., should MAR have a goal of conducting comprehensive monitor and reviews in 180 LEA consolidated programs?

2.2.2 Should all other LEAs be encouraged to complete a self-assessment each year?

3.0 Staffing (See Appendix 3)

All MAR assignments proposed would be accomplished by redirection; thus no new staffing is requested and a BCP will not be required.

3.1 FY 1973-74 - Pilot MAR (As presented and approved 12/10/73)

3.1.1 Planning Team (December - January)

State staff:

Secondary/Adult Program	2
Compensatory Education	3
Office of Evaluation	1
	6

County Office staff:

Representatives of County Superintendents	4 (part time).

3.1.2 Pilot Teams (February - June)

State staff:

Compensatory Education	7
Office of Evaluation	1
GEM	2
Child Development (Available 3/15 following ECE-MAR assignment)	2
	12

County Office staff: (Agreed to in principle by County Superintendents 1/25/74)

March	4
April	4
May	4
	12

Each team will be composed of seven consultants (5 state, 2 county office).

The complaint unit will consist of 2 consultants (both state).

3.2 FY 1974-75 - Complete MAR Program

A detailed analysis of workload and related staffing needs for FY 1974-75 is presented in Appendix 3. In brief, we propose to establish six teams, each consisting of six members - 3 consultants from the Department of Education and 3 from County Superintendents' Offices (on a rotating basis). In addition, a Complaint Response Unit would be staffed with 2 SDE consultants.

State Department staff (full time)

6 teams x 3 consultants = 18

1 complaint unit = 2

20

County Office staff (full time equivalents)

6 teams x 3 consultants = 18

(The number of individuals to be involved may total as many as 100. The assignments will be developed in cooperation with the County Superintendents' six area chairmen.)

3.2.1 Cabinet Decision: Shall 20 SDE consultants be redirected for Monitor and Review activity during 1974-75?

4.0 Organizational Relationships (See Section 6)

It is proposed that formal relationships be established with ten Regional Service Teams, with the ECE Management Team and with the Office of Evaluation. In each case, the proposed interaction is designed to facilitate coordination between elements of the delivery system so that ten different teams complement each other's activities and that the Department presents a common approach when dealing with county offices and LEAs.

To reinforce this cooperative focus, it is proposed that certain staff from each group be assigned either on a part-time or full-time basis with the consolidated MAR program. These are summarized below:

RSTs	12 consultants
ECE-MAR (April-June)	6 consultants
Office of Evaluation	1 consultant (full time)

APPENDIX F

Consolidated Regulations

California

Department of Education

morandum

: Age Span Managers
Regional Service Team Members

Date : December 21, 1973

File No.:

: Edward L. Bispo

: CONSOLIDATED REGULATIONS

One of the responsibilities of the MAR effort is to check program compliance with both federal and state laws and regulations. In an effort to meet this responsibility, the MAR planning team has attempted to illustrate congruence between federal and state law in our new delivery system.

In order to check congruence, we have constructed a table designed to serve as a quick but thorough legal reference system which shows relationships between program concepts and the law. Headings on the top of the chart represent an attempt to follow major aspects of the newly designed consolidated approval process. The major headings are: Comprehensive Planning, Inservice, Maintenance of Effort, Selection of Schools and Pupils, Dissemination of Information, Parent and Community Involvement, Participation of Children Enrolled in Non-Public Schools, Evaluation, Reports-Records, General Provisions, Comparability and Inventories. The left column reflects the appropriate Federal Regulations; the right column provides the proposed Title V Regulations with the cross-referenced Education Code Sections.

This instrument should be considered as a draft at this stage. We are sharing it with you at this time to solicit your comments prior to final approval.

Please submit your written reactions and/or recommendations to me: Attention MAR Planning Team.

RCF:erb

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CONSOLIDATED REGULATIONS I
COMPREHENSIVE PLANNING 1
INSERVICE 5
MAINTENANCE OF EFFORT 6
SELECTION OF SCHOOLS AND PUPILS 7
DISSEMINATION OF INFORMATION................................. 11
PARENT AND COMMUNITY INVOLVEMENT 12
PARTICIPATION OF CHILDREN ENROLLED IN N.P.S.................. 14
EVALUATION 16
REPORTS, RECORDS... 17
GENERAL PROVISIONS 18
COMPARABILITY 19
INVENTORIES 22

Note: Stats. 1965, Ch. 1164, CEC contains the following provisions: Sec. 33. The provisions of any federal law shall supersede the provisions of this act which conflict with the provisions of the federal law. If any provisions of this act conflict with any provision of the federal law, the remainder of this act is not affected.

APPENDIX G

County Regional Representatives

Six Area Chairmen

COUNTY REGIONAL REPRESENTATIVES
SIX AREA CHAIRMEN

Region I

Louis G. Delsol
Mendocino County Superintendent of Schools
589 Low Gap Road
Ukiah, California 95482
(707) 462-4731

Region II

Ray Darby
Shasta County Superintendent of Schools
Room 105, Courthouse
Redding, California 96001
(916) 246-5580

Region III

Milton K. Goodridge
Calaveras County Superintendent of Schools
County Government Center
San Andreas, California 95249
(209) 754-3571

Region IV

Neal E. Wade
Stanislaus County Superintendent of Schools
801 County Center
Modesto, California 95355
(209) 526-6575

Region V

Gaylord A. Nelson
San Joaquin County Superintendent of Schools
Courthouse, Room 406-407
222 E. Weber Avenue
Stockton, California 95202
(209) 944-2394

Region VI

James F. Cowan
Ventura County Superintendent of Schools
Courthouse
535 E. Main
Ventura, California 93001
(805) 648-6131

WILSON RILES
rintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO 95814

February 1, 1974

This letter was sent to MAR Regional Representatives, Regions I through VI

On January 25 at the County Superintendents and Assistant Superintendents Conference in San Diego, it was my pleasure to participate in the presentation of an overview of the Monitor and Review Program. A copy of the materials distributed at the conference is included with this letter for your reference.

The cooperation we have had from the county offices in joint planning the Monitor and Review phase of the Consolidated Delivery System has been outstanding. The positive spirit manifested at the conference on the 25th was very encouraging.

The main emphasis of the MAR presentation at the conference was to assess the feasibility of implementing the MAR program as a joint effort between the State Department of Education and the county offices.

When the joint County-State Planning Team presented the proposal in San Diego for the implementation of MAR on a cooperative basis, there was general concurrence with the plan. You will recall that the group requested me to pursue two issues through the County Superintendents' Regional Chairmen. This letter constitutes a response to that request.

Action Item #1. (county office representatives on MAR teams)

It was agreed that each county office regional chairman would submit the names of two representatives from his region to serve as members of the MAR team for four visits. The process of selection was left up to the regional chairman but the names of the representatives should be submitted to Dr. Rex C. Fortune, Jr., Associate Superintendent, Secondary/Adult Education, 721 Capitol Mall, Sacramento, California 95814 by February 20th.

Action Item #2. (selection of districts to MAR)

It was agreed that the county office regional chairman would assist in the identification of districts to be visited during the spring of 1974. Each chairman is to submit the names of three districts: one large, one average and one small.

The enclosed table showing the grant size of districts in your region has been included for your convenience. A map of the state displaying the areas of the six regions is included also. This information should be received in the office of Rex C. Fortune, Jr. not later than February 15.

The visitation schedule then would be prepared and the necessary contacts made to commence the MAR process.

It is understood that all MAR team participants will be provided adequate orientation and training before field involvement.

Your assistance in obtaining the necessary information referred to above is greatly appreciated. Should you need assistance, please feel free to call me or Art Jensen at (916) 322-2553.

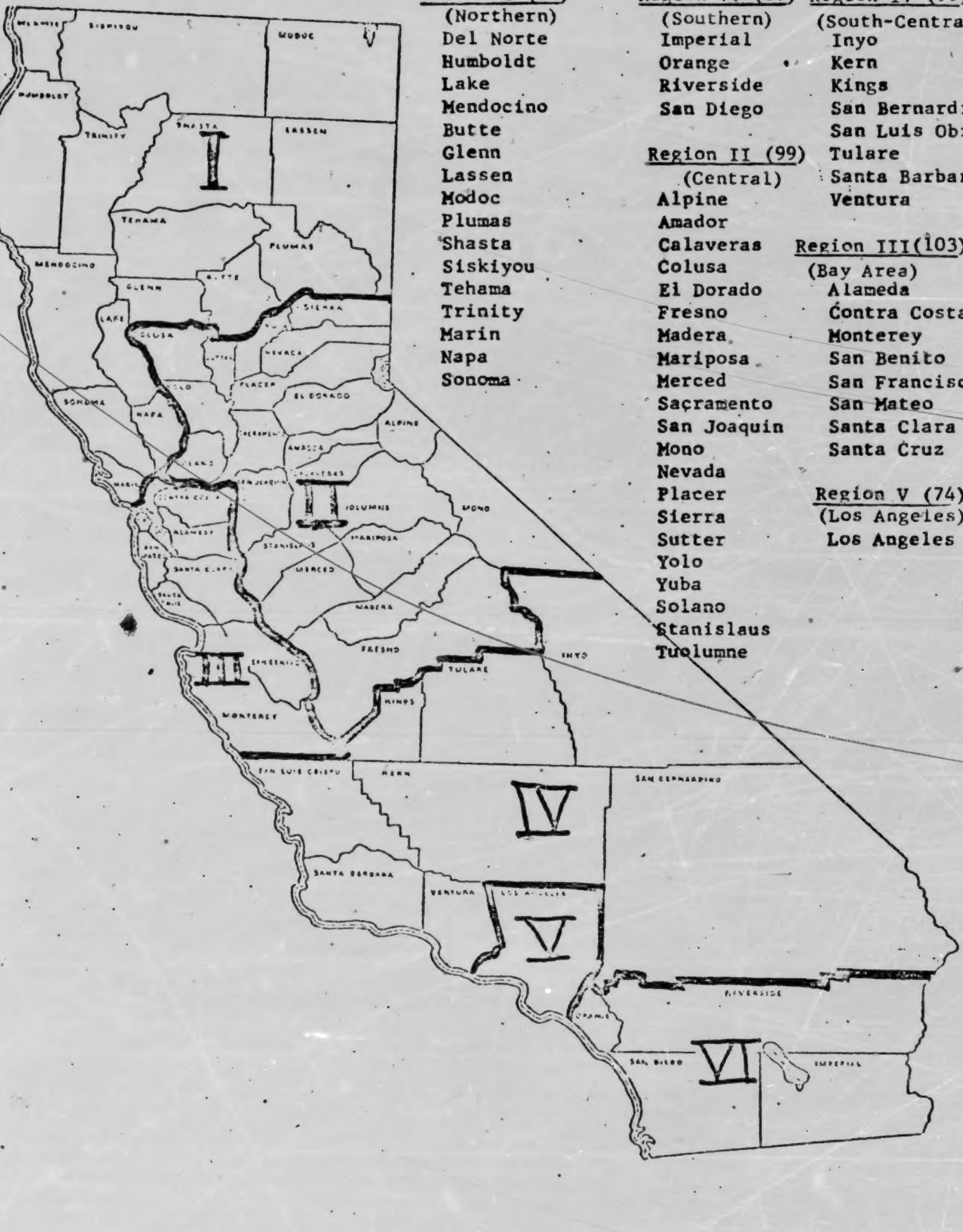
Sincerely,

Rex C. Fortune, Jr.
Associate Superintendent
Secondary/Adult Education

RCF:erb

Enclosures

APPENDIX II
FIELD SERVICE REGIONS


I
II
III
IV
V
VI
Del Norte
Siskiyou
Modoc
Humboldt
Trinity
Shasta
Lassen
Tehama
Plumas
Mendocino
Glenn
Butte
Sierra
Lake
Colusa
Nevada
Sutter
Yolo
Placer
El Dorado
Sonoma
Napa
Alpine
Amador
Solano
Calaveras
Marin
Contra Costa
San Joaquin
Tuolumne
Mono
Alameda
Stanislaus
Mariposa
San Mateo
Santa Clara
Merced
Santa Cruz
Madera
Fresno
Inyo
San Benito
Tulare
Kings
Monterey
San Luis Obispo
Kern
San Bernardino
Santa Barbara
Ventura
Los Angeles
Orange
Riverside
San Diego
Imperial

Region I (71)
(Northern)
Del Norte
Humboldt
Lake
Mendocino
Butte
Glenn
Lassen
Modoc
Plumas
Shasta
Siskiyou
Tehama
Trinity
Marin
Napa
Sonoma

Region VI (87)
(Southern)
Imperial
Orange
Riverside
San Diego

Region II (99)
(Central)
Alpine
Amador
Calaveras
Colusa
El Dorado
Fresno
Madera
Mariposa
Merced
Sacramento
San Joaquin
Mono
Nevada
Placer
Sierra
Sutter
Yolo
Yuba
Solano
Stanislaus
Tuolumne

Region IV (99)
(South-Central)
Inyo
Kern
Kings
San Bernardino
San Luis Obispo
Tulare
Santa Barbara
Ventura

Region III (103)
(Bay Area)
Alameda
Contra Costa
Monterey
San Benito
San Francisco
San Mateo
Santa Clara
Santa Cruz

Region V (74)
(Los Angeles)
Los Angeles

APPENDIX H

Consolidated Monitor and Review: Proposed State/County Joint Services, Emphasis on Monitor and Review

CONSOLIDATED
MONITOR AND REVIEW
Proposed

State/County Joint Services
EMPHASIS ON MAR

Objectives:

At the end of this presentation county superintendents and assistant superintendents will be able to:

1. State that "Yes, Virginia, there is a delivery system" and sequence the four functions within the delivery system.

2. Describe the county superintendent "link-up" with Don McKinley on the delivery system.

3. Define and relate:

   - delivery system
   - comprehensive program planning
   - consolidated application processing
   - comprehensive program application
   - comprehensive program monitor and review (MAR) what, how and when
   - promising program practices
   - A-127, E-127, F-127, M-127

4. Sequence the MAR pilot activities suggested for district/cooperative, county offices, and State Department for this spring.

5. Describe a proposed relationship of district/cooperatives to county office to State Department in a MAR functional cooperative for 1974-75.

6. List the personnel and service support...requirements for county offices and State Department within the MAR pilot this spring and the MAR operation in 1974-75.

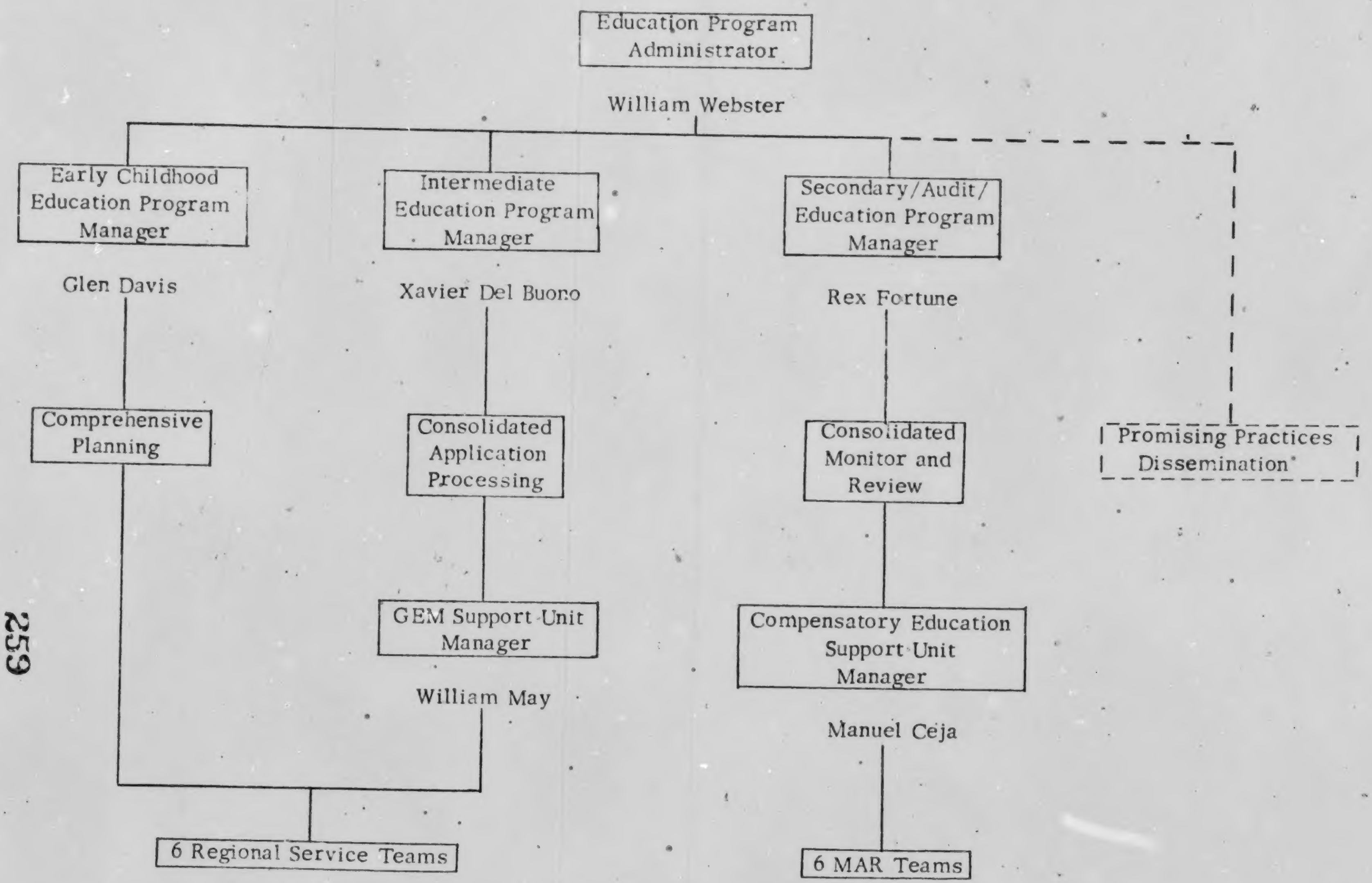
7. Describe MAR tools so far developed.

8. Relate county office feelings and team accomplishments experienced within the MAR start-up activities.

9. Project the expected joint "pay-off" for county offices and State Department within a cooperative MAR.

General discussion

DELIVERY SYSTEM ORGANIZATION CHART


Education Program Administrator
William Webster
Early Childhood Education Program Manager
Glen Davis
Intermediate Education Program Manager
Xavier Del Buono
Secondary/Audit/ Education Program Manager
Rex Fortune
Promising Practices Dissemination
Comprehensive Planning
Consolidated Application Processing
Consolidated Monitor and Review
GEM Support Unit Manager
William May
Compensatory Education Support Unit Manager
Manuel Ceja
6 Regional Service Teams
6 MAR Teams

M. [illegible] 1/74

CONSOLIDATED MONITOR AND REVIEW SERVICES

Goal Statement

The Department of Education believes that local education agencies must design and implement instructional programs which accommodate the highly individualized needs of every student, whether the student is just entering school or is participating in a specialized program as a mature adult. Within California's pluralistic society, these needs are often very diverse, including such areas as bilingual education, intergroup relations, education for the disadvantaged, the handicapped and the gifted learner. No longer should all students be required to conform to a generalized program of instruction; rather, schools should develop instructional programs that truly adapt on a continuing basis to individual student needs.

The goal of Consolidated Mointor and Review (MAR) Se rvices, in conjunction with the other phases of the Department's delivery system--local comprehensive program planning assistance and consolidated application processing--is to assist districts to implement comprehensive instructional programs which meet mandated legal requirements and, most importantly, which promote maximum educational achievement by each student.

MAR PROCEDURE PLAN

1.0 Pre-Planning

1.1 Letter is sent to the district to be visited indicating dates for possible MAR visitation and asking district to approve dates.

1.2 The MAR Coordinator working with Program Director schedules interviews for individual MAR team members with program personnel within the district to be visited.

1.3 Materials are prepared for consultants

- Material check list (Form M-3)
- Assignment sheet (Form M-4)
- M-127
- Report form and instruction sheet (Form M-2)
- On-site guide reference (MAR Ref. #4)
- District summary sheet (Form M-1)
- Other

1.4. MAR Regional Coordinator reviews the purpose of MAR visit with the entire MAR team and appoints team captain for the visit and distributes materials

2.0 On-Site Visit

2.1 MAR team meets as a group with the district staff to become oriented to the consolidated program offered in the district.

2.2 Individual MAR team members conduct scheduled interviews.

2.3 MAR team meets as a group at the end of each day to summarize findings.

2.4 The evening before the exit presentation, the MAR team drafts a report based on the findings.

3.0 Exit Presentation

3.1 The report is read to the district staff as an exit presentation on the last day of the visit.

3.2 District personnel may submit comments for consideration in the report.

4.0 Final MAR Report

4.1 The report is edited after MAR team returns to State Department of Education Office.

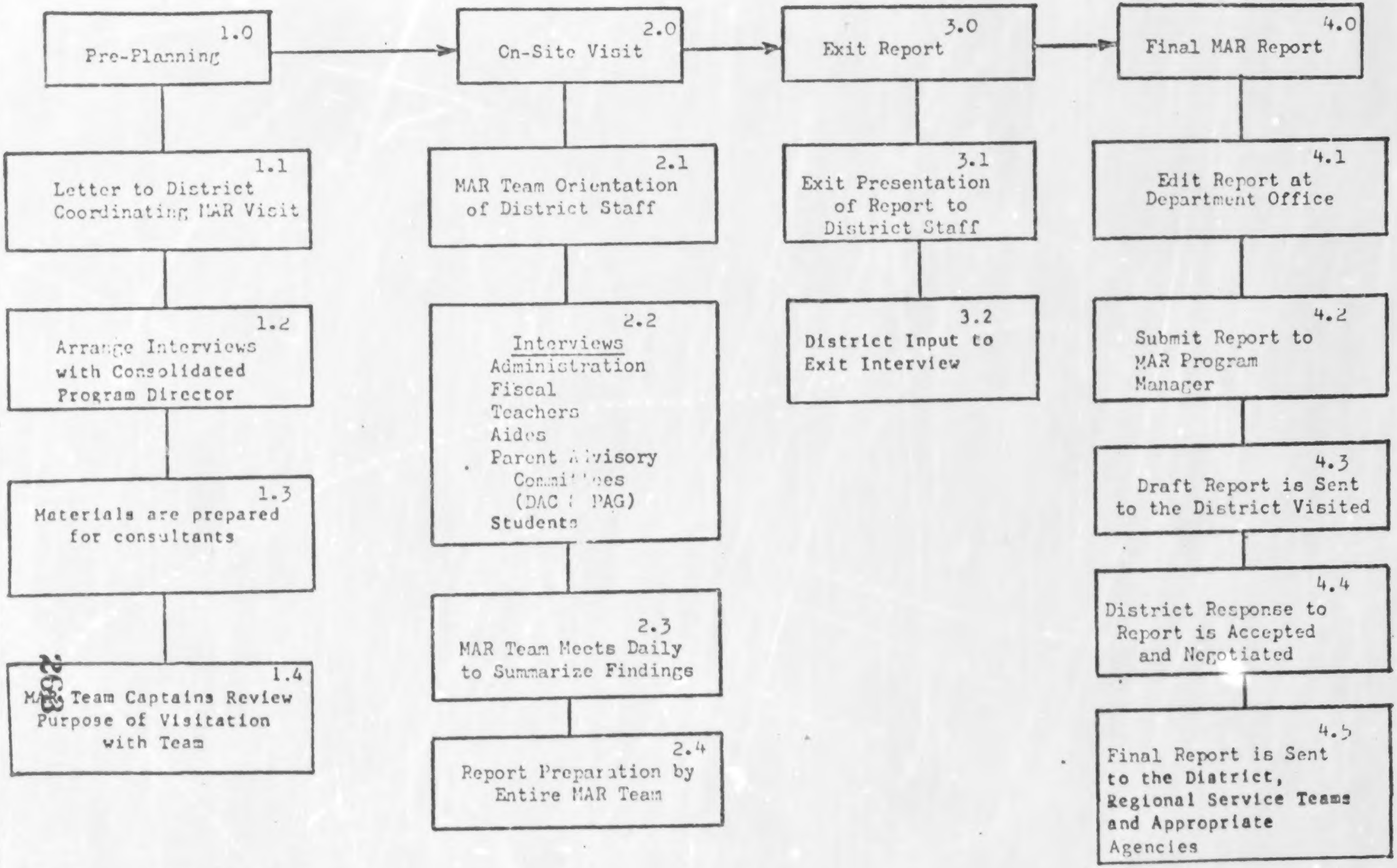
4.2 The report is read and approved by the MAR Program Manager.

4.3 After approximately one month from the date of the MAR visitation, the district receives the report.

MAR PROCEDURE PLAN

4.4 District may submit a response to the MAR report, indicating concurrence or lack of concurrence with the various concerns identified by the visiting MAR team. In the event that points of nonconcurrence are cited, a review will be made and the issues discussed with the district.

4.5 The final report is sent to the district for their use and to the R.S.T. and other agencies as required.


1.0 Pre-Planning
1.1 Letter to District Coordinating MAR Visit
1.2 Arrange Interviews with Consolidated Program Director
1.3 Materials are prepared for consultants
1.4 MAR Team Captains Review Purpose of Visitation with Team
2.0 On-Site Visit
2.1 MAR Team Orientation of District Staff
2.2 Interviews
Administration
Fiscal
Teachers
Aides
Parent Advisory Committees (DAC & PAG)
Students
2.3 MAR Team Meets Daily to Summarize Findings
2.4 Report Preparation by Entire MAR Team
3.0 Exit Report
3.1 Exit Presentation of Report to District Staff
3.2 District Input to Exit Interview
4.0 Final MAR Report
4.1 Edit Report at Department Office
4.2 Submit Report to MAR Program Manager
4.3 Draft Report is Sent to the District Visited
4.4 District Response to Report is Accepted and Negotiated
4.5 Final Report is Sent to the District, Regional Service Teams and Appropriate Agencies

Revised 1/16/74

STATE-COUNTY MAR PERSONNEL ORGANIZATIONAL NEEDS

1973 - 1974
(Pilot)

Complaint Unit

1

2S

Teams

1

5S
2C

2

5S
2 C

20 MAR Pilot Visitations
10 Visitations per team
State Staff: 12 consultants
County Staff: 4 consultants (equivalents)

8 x 3 visits
4 x 4 visits
12 Indivi duals

1974 - 1975

Teams

1 2 3 4 5 6

6 members each: 3 S
3 C

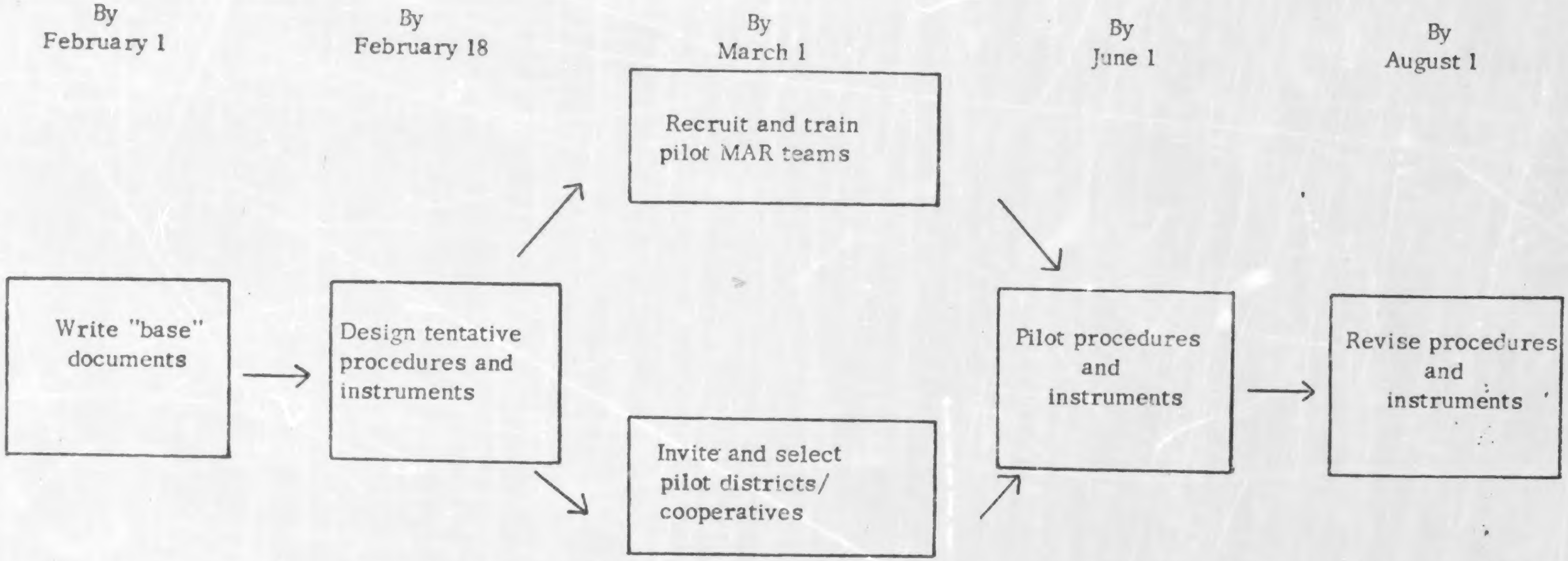
Complaint Unit

2 S

180 MAR Visitations
30 Visitations per team

State Staff = 20 consultants
County Staff = 18 consultants (equivalent)
38

PILOT MAR ACTIVITIES


By February 1
By February 18
By March 1
By June 1
By August 1
Write "base" documents
Design tentative procedures and instruments
Recruit and train pilot MAR teams
Invite and select pilot districts/ cooperatives
Pilot procedures and instruments
Revise procedures and instruments

Joint Planning Team

State Department	County Offices
d Bispo	Erven Brundage
Jack Beckett	Marty Bauman
David Hammond	Marjorie Ruby
Art Jensen	Bill Zachmeier
Frank Wallace	

Joint Pilot MAR Teams

State Staff: 12

County Office Staff: 4 (equivalents= 12 individuals)

Reprinted Courtesy of NEAL E. WADE, Superintendent
Stanisla County Schools FGB/ bb 100c 2/6/74

APPENDIX I

Monitor and Review (MAR)
Comprehensive Program Element Identification

MONITOR AND REVIEW (MAR)
COMPREHENSIVE PROGRAM ELEMENT IMPLEMENTATION

District Level

	Phases	
Comprehensive Planning Topic	Required Planning Product	Required Implementation
1.0 Comprehensive Instructional Plans		
1.1 Selection of School Site(s)		
1.2 Selection of Program Participants		
1.3 Needs Assessments		
1.4 Goals		
1.5 Restructure K-3		
1.6 Program Components		
1.6.1 Multicultural Education		
1.6.2 Staff Development		
1.6.3 Language Development		
1.6.4 Reading		
1.6.5 Mathematics		
1.6.6 Parent Education		
1.6.7 Parent Involvement		
1.7 Component Objectives		
1.8 Identification of Resources		
1.9 Individualization of Instruction		
1.10 District Management System (Analytical Description)		
1.11 Minimum and Maximum Levels of Service		
1.11.1 Concentration of Services		
1.12 Isolation and Segregation		
1.13 Participation of Pupils from Non-Public Schools		
2.0 Maintenance of Effort		
3.0 Parent and Community Involvement (District and School Advisory Committees)		
4.0 Dissemination of Information		
5.0 Evaluation		
6.0 Fiscal and Administrative		
6.1 Reports and Records		
6.2 Fiscal and Technical Requirements		
6.3 Application		
6.4 Waiver Procedure		
6.5 Continuity of Funding		
6.6 Inventories		
6.7 Financial Interest of Officials (Conflict of Interests)		
6.8 Comparability		
6.9 Copyrights and Patents		

MONITOR AND REVIEW (MAR)
COMPREHENSIVE PROGRAM ELEMENT IDENTIFICATION

School Level

	Phase	
Comprehensive Program Topic	Required Planning Product	Required Implemented
Comprehensive Instructional Plans		
1.1 N/A		
1.2 Selection of Program Participants		
1.3 Needs Assessments		
1.4 Goals		
1.5 Restructure K - 3		
1.6 Program Components		
1.6.1 Multicultural Education		
1.6.2 Staff Development		
1.6.3 Language Development		
1.6.4 Reading		
1.6.5 Mathematics		
1.6.6 Parent Education		
1.6.7 Parent Involvement		
1.7 Component Objectives		
1.8 Identification of Resources		
1.9 Individualization of Instruction		
1.10 District Management System (Analytical Description)		
1.11 Minimum and Maximum Levels of Service		
1.11.1 Concentration of Services		
1.12 Isolation and Segregation		
1.13 N/A		
Maintenance of Effort		
Parent and Community Involvement (District and School Advisory Committees)		
N/A		
Evaluation		
N/A		

1-10-74

APPENDIX J

Consolidated Program Composite - M-127

APPENDIX K

Monitor and Review Implementation Design, Schedule and Events

MAR IMPLEMENTATION DESIGN
SCHEDULE OF EVENTS

PHASE I - PREPARATION

Target Dates

	Output Required (Material or Form)	Jan. 1* Status	Date * Done	Jan.1-7	" 8-14	" 15-21	" 22-28	" 29-31	Feb.1-7	" 8-14	" 15-21	" 22-28
(a) Develop list of items and questions for each report area, Data Sheet #1 (These items should be keyed for the appropriate authority)												
(b) Determine to whom each issue should be directed												
(c) Review item analysis with Advisory Group												
6. Prepare M-127 (working from approved Data Sheet #1)	M-127											
B. ESTABLISH COMPLETE MAR PROCEDURES												
1. Develop MAR Procedure Plan	MAR Ref3	D										
2. Design materials for implementing MAR Procedure Plan												
(a) Develop scheduling procedure												
(1) Develop regional statistics (Data Sheet #2) (Indicate size of project and man/day loading by region and by county	MAR DS 2											
(2) Develop scheduling procedure plan as management tool	O.P. #1											
(3) Develop Master MAR Control Chart .... (appropriate codes to show size, scheduled dates, action taken, etc. should be provided for)...	C. Chart											
(b) Prepare pre and post visit letters to district	MAR Letter 1&2											
(c) Prepare district summary data sheet	Form M-1											
(d) Prepare MAR report form and instruction sheet	Form M-2											

MAR IMPLEMENTATION DESIGN
SCHEDULE OF EVENTS

PHASE I - PREPARATION

	Output Required (Material or Form)	Jan.1 Status *	Date Done *	Target Dates Jan.1-7	" 8-14	" 15-21	" 22-28	" 29-31	Feb.1-7	" 8-14	" 15-21	" 22-28
4.1 Prepare MAR procedures and instruments												
4.1.1 Staffing												
A. ESTABLISH DEPARTMENTAL ADVISORY GROUP												
B. IDENTIFY LEA ASSISTANCE		D										
C. SELECT PLANNING TEAM		D										
4.1.2 Operational Steps												
A. DEVELOP M-127												
1. Analyze legal elements of the consolidated program		D										
(a) Identify programs to be included		D										
(b) Briefly describe each program		D										
(c) Determine regulations and requirements of each program		D										
(d) Determine regulations and requirements in common		A										
2. Produce regulations summary (State and Federal)	MAR Ref.2	A D										
3. Review existing MAR instruments		D										
4. Determine reporting areas for MAR		A										
5. Produce required item summary (Data Sheet A1)												

MAR IMPLEMENTATION DESIGN
SCHEDULE OF EVENTS

PHASE I - PREPARATION

	Output Required (Material or Form)	Jan. 1* Status	* Date Done	Target Dates							
				Jan.1-7	" 8-14	" 15-21	" 22-28	" 29-31	Feb.1-7	" -14	" 15-21
(f) Prepare consultant reference kit contents sheet	Form M-3										
C. DEVELOP MAR PROJECT MANAGEMENT PLAN											
1. Prepare consultant assignment sheet	Form M-4										
2. Develop flow pattern of information and materials from source to consultant	O.P. #2										
3. Develop procedure for receiving materials from field through final report (Process flow check sheet)	O.P. #3	A									
4. Develop project file outline	O.P. #4	A									
D. DEVELOP COMPLAINT RESPONSE PROCEDURE PLAN	MAR Ref. #5	A									
E. DEVELOP PROMISING PRACTICES IDENTIFICATION PLAN	MAR Ref. #6										

MAR IMPLEMENTATION DESIGN
SCHEDULE OF EVENTS

PHASE II - IMPLEMENTATION
OF PILOT MAR

	Output Required (Material or Form)	Jan.1 Status *	Date Done *	Target Dates Jan.1-7	" 8-14	" 15-21	" 22-28	" 29-31	Feb.1-7	" 8-14	" 15-21	" 22-28
4.2 Initiate Pilot MAR												
4.2.1 Staffing												
A. SELECT TWO TEAM LEADERS AND TWO PILOT MAR TEAMS (Each team contains one team leader plus five members)					–							
B. ESTABLISH COUNTY AND LEA ASSISTANCE TO MAR TEAMS												
4.2.2 Operational Steps												
A. SCHEDULE PILOT MAR VISITS						–						
1. Select 20 districts						–						
2. Schedule visits (Coordinate with R.S.T. and district)						–						
......................[Following MAR Procedure Plan]..												
1.0 Pre-Planning												
1.1 Letter is sent to the district to be visited indicating dates for possible MAR visitation and asking district to approve dates.............						–						
1.2 The MAR Coordinator working with program director schedules interviews for individual MAR team members with program personnel within the district to be visited..								–				

MAR IMPLEMENTATION DESIGN
SCHEDULE OF EVENTS

PHASE II - IMPLEMENTATION OF PILOT MAR

Target Dates

Output Required (Material or Form)	Jan.1 * Status	Date * Done	Jan.1-7	" 8-14	" 15-21	" 22-28	" 29-31	Feb.1-7	" 8-14	" 15-21	" 22-28

1.3 Materials are prepared for consultants..................................

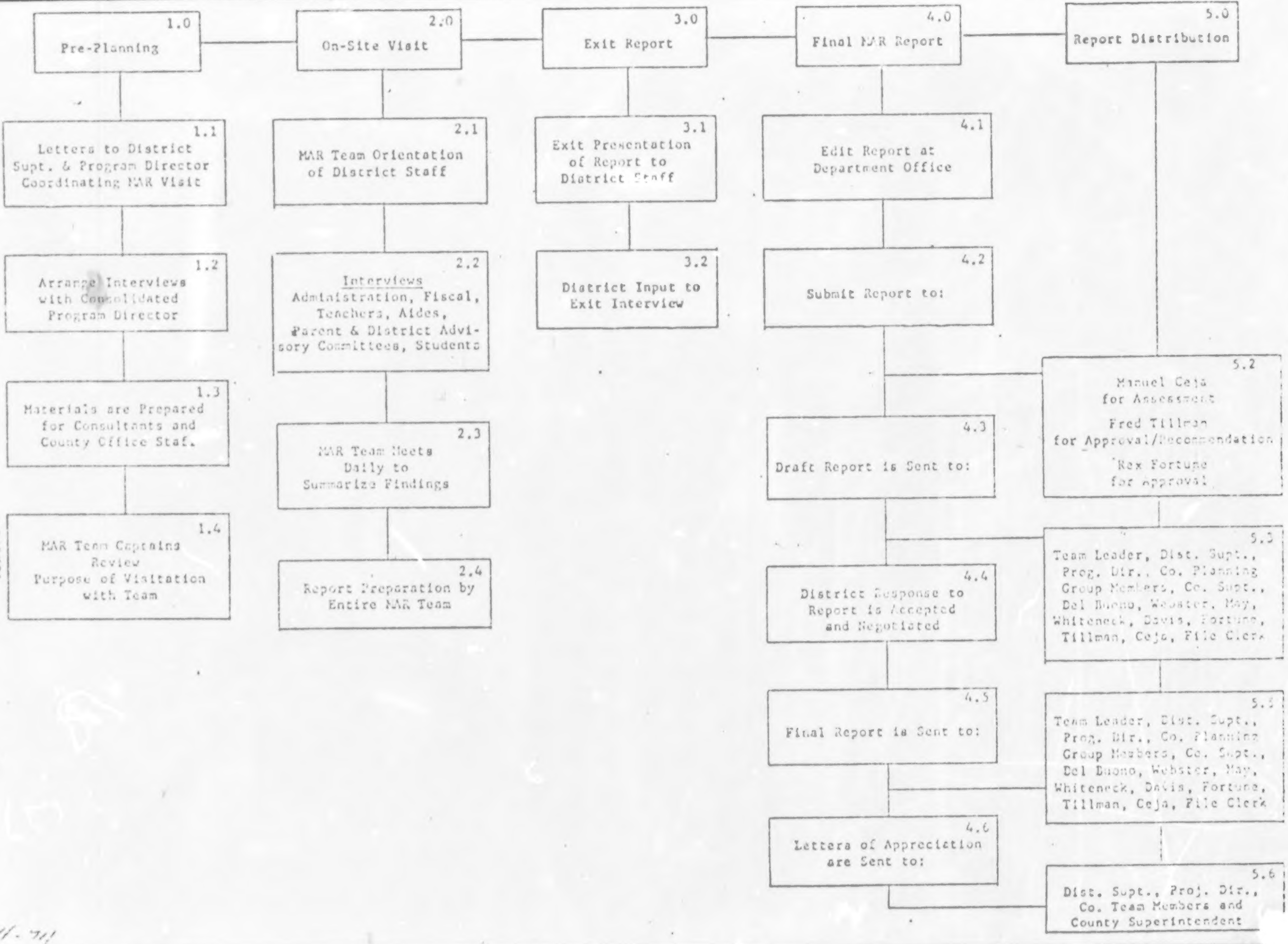
- Material check list (Form M-3)
- Assignment sheet (Form M-4)
- M-127
- Report form and instruction sheet (Form M-2)
- On-site guide reference (MAR Ref. #4)
- District summary sheet (Form M-1)
- Other

1.4 MAR Regional Coordinator reviews the purpose of MAR visit with the entire MAR team and appoints team captain for the visit and distributes materials ....

2.0 On-Site Visit
3.0 Exit Presentation } According to MAR Procedure Plan
4.0 Final MAR Report

APPENDIX L

Monitor and Review Flow Chart


1.0
Pre-Planning
1.1
Letters to District Supt. & Program Director Coordinating MAR Visit
1.2
Arrange Interviews with Consolidated Program Director
1.3
Materials are Prepared for Consultants and County Office Staf.
1.4
MAR Team Captains Review Purpose of Visitation with Team
2.0
On-Site Visit
2.1
MAR Team Orientation of District Staff
2.2
Interviews
Administration, Fiscal, Teachers, Aides, Parent & District Advisory Committees, Students
2.3
MAR Team Meets Daily to Summarize Findings
2.4
Report Preparation by Entire MAR Team
3.0
Exit Report
3.1
Exit Presentation of Report to District Staff
3.2
District Input to Exit Interview
4.0
Final MAR Report
4.1
Edit Report at Department Office
4.2
Submit Report to:
4.3
Draft Report is Sent to:
4.4
District Response to Report is Accepted and Negotiated
4.5
Final Report is Sent to:
4.6
Letters of Appreciation are Sent to:
5.0
Report Distribution
5.2
Manuel Ceja for Assessment
Fred Tillman for Approval/Recommendation
Rex Fortune for Approval
5.3
Team Leader, Dist. Supt., Prog. Dir., Co. Planning Group Members, Co. Supt., Del Buono, Webster, May, Whiteneck, Davis, Fortune, Tillman, Ceja, File Clerk
5.5
Team Leader, Dist. Supt., Prog. Dir., Co. Planning Group Members, Co. Supt., Del Buono, Webster, May, Whiteneck, Davis, Fortune, Tillman, Ceja, File Clerk
5.6
Dist. Supt., Proj. Dir., Co. Team Members and County Superintendent

4-71

APPENDIX M

Monitor and Review Inservice
State Department of Education
California County Schools
March 12-15, 1974

MAR INSERVICE
STATE DEPARTMENT OF EDUCATION
CALIFORNIA COUNTY SCHOOLS
MARCH 12-15, 1974

MARCH 12

State Personnel Board Room #150
801 Capitol Mall, Sacramento

10:00 - 10:30	Joint County and State Cooperation . . .	Dr. Rex Fortune
10:30 - 11:00	MAR as an Integral Part of the Delivery System	Dr. William Webster
11:00 - 11:30	The RST and CAP Process	Dr. William May
11:30 - 12:00	The MAR Team Concept	Mr. Manuel Ceja
12:00 - 12:30	The MAR Team Process	Mr. Edward Bispo
12:45	Luncheon - Mansion Inn Hotel 700 16th Street Sacramento	
After Lunch	Trip to Modesto (Map Attached)	
7:00	Small Group Dinner - Holiday Inn 1612 Dale Road Modesto	

MARCH 13

Modesto County Office
801 County Center, III Court, Modesto

9:30 - 9:45 Welcome . . . . Mrs. Margery Ruby
Coordinator, Mathematics
Stanislaus County Schools

9:45 - 10:15 The MAR Mission . . . . Mr. Edward Bispo

10:15 - 10:30 Coffee Break

10:30 - 3:45 The Information Fair . . . . RST and MAR Team, ECE
Management Team, Co.
Office Personnel

Process: Continuum of 45 minutes spent in each group by color-clued teams:

10:30 - 11:15
11:15 - 12:00
12:00 - 1:30 Lunch
1:30 - 2:15
2:15 - 3:00
3:00 - 3:45

Content:

1. Dr. James Nelson

   Fiscal and Administration
   Management (6.0 - 7.0-8)
   Maintenance of Effort (2.0 - 2.0-3)
   Minimum and Maximum Levels of Service (1.11)

2. Dr. Vernon Broussard

   Selection of School Sites (1.0 - 1.1-6)
   Selection of Pupils (1.2 - 1.2-4)

3. Mr. Hal Andrews

   Program Goal Statements (1.4 - 1.4-3)
   Program Components and Objectives (1.6 - 1.6-3)

4. Ms. Barbara Sandman

   Needs Assessment (1.3-(t))

5. Mr. Frank Delevan and 2 RST Team Members

   Restructure of Comprehensive Program

3:45 - 4:30 Question Session . . . . Team Leaders

MARCH 14

Modesto County Office

9:00 - 9:30	Coffee and Doughnuts	
9:30 - 12:00	The Information Fair	RST and MAR Team, ECE Management Team, Intergroup Relations, County Office Personnel

Process: Continuum of 30 minutes spent in each group by color-clued teams:

9:30 - 10:00
10:00 - 10:30
10:30 - 11:00
11:00 - 11:30
11:30 - 12:00

Content:

1. Mr. Robert McCarthy

   Individualized Instruction (1.9 - 1.9-6)

* 2. Mr. Larry Luna, Coordinator, Title I
   Fresno Unified School District

   Parent and Community Involvement (3.0 - 3.0-11)

3. Dr. Malcolm Richland

   Dissemination of Information (4.0 - 4.0-3)
   Evaluation (5.0 - 5.08e)

4. Mr. Alex Gunn

   Isolation and Segregation (1.12 - 1.12-1)

5. Mr. Morgan Greenwood

   Non-Public School Participation (1.13 - 1.13-14)

12:00 - 1:30	Lunch	
1:30 - 4:00	Are You Communicating? . . . . A Discussion of Group Effectiveness	Dr. Maryjo Woodfin, Consultant Professor, Ca. State Univ., Long Beach

*Mrs. Lillian Barna substituted

MARCH 15

Modesto County Office

9:00 - 9:30	Coffee and Doughnuts	
9:30 - 11:30	Implementation of the A-127 MAR Instrument in Situations Found in the Field	Group Discussion Dr. Marion Faustman, Leader; ECE Management, RST & MAR Team; Dr. Maryjo Woodfin, Interactor
11:30 - 11:50	List of Assignments and Counties to Undergo MAR Process	Mr. John Apple
11:50 - 12:30	Evaluation of Inservice	
12:30	Lunch	

MAR INSERVICE

PROCESS:

MAR Team members will lead color-clued groups through the various groups named in the Agenda. Those attending will receive colored badges:

Erven Brundage (Green) - Start with Group 1
Martin Bauman (Orange) - Start with Group 2
Jack Beckett (Red) - Start with Group 3
John Apple (Yellow) - Start with Group 4
Art Jensen (Black) - Start with Group 5

It is the duty of the MAR Team Leader to see that groups do not continue beyond the three-quarters of an hour (March 13) and one-half of an hour (March 14) time allotted; to move smoothly from one group to the other; and to record themselves or choose a recorder to write the information in each group. Each group goes in numerical sequence:

Green Team	Orange Team	Red Team	Yellow Team	Black Team
1	2	3	4	5
2	3	4	5	1
3	4	5	1	2
4	5	1	2	3
5	1	2	3	4

TEAMS:

Green Team

- Erven Brundage
- Raymond Nelson
- Charles Bleything
- Ruth Smith
- Alvin Reetz

Orange Team

- Martin Bauman
- William Zachmeier
- Oliver "Bud" Neely
- John Moore
- Wayne N. Jordan
- Frank Piperato
- June V. de von Moltke

Red Team

- Jack Beckett
- Kent Holtzclaw
- Edwin Lamoreau
- William Baker
- Bobbie Batchelder
- Sam Clemens
- Marilyn Burtt

Yellow Team

- John Apple
- Margery Ruby
- Cliff Rodrigues
- Daniel Foster
- Robert Morrill
- Rose Talley-Holloway
- Karen Olson

Black Team

- Art Jensen
- David Hammond
- Ronald Hockwalt
- Earl Owens
- Dorothy Kraus
- Harvey Wilson
- Tom Bauer

Marion Faustman - Floating Team Member
Bill Doyle, Reactor

APPENDIX N

On-Site Data Sheet for MAR Consultant

APPENDIX O

Monitor and Review Report

WILSON RILES
ntendent of Public Instruction
d Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

April 24, 1974

r. Quentin R. Taylor, Superintendent

RECEIVED
APR 25 1974
Education Program Matrix

ear Mr. Taylor:

Monitor and Review:

hank you and your staff for the many courtesies accorded the Monitor and Review eam. Because of the fine cooperation the team received, we have a much better nderstanding of your district's effort to develop exemplary educational and anagement practices.

ince the team's visit to your school district was part of a pilot project, we re most interested in receiving your comments on the effectiveness of the MAR rocess as well as the value of the information contained in the report herein nclosed. Essentially, this report provides you with a record of the concerns nd issues covered in the exit conference involving the Monitor and Review team nd members of your staff. It is intended that the information included in this eport will be used to enhance program quality and effectiveness.

opies of this report will be sent to the county superintendent, your project irector, and the manager of the State Department of Education's Regional Services eam (RST). In order to facilitate the implementation of the recommendations ontained in this report, the manager of the RST will contact your project director n the very near future to develop a strategy of implementation. The manager of he RST assigned to your district is

Mr. Allen Coltharp - Telephone 322-3483 - Area 916.

our cooperation is appreciated, and we look forward to a continuing working elationship through the years to come.

incerely,

EX C. FORTUNE, JR.
ssociate Superintendent
Secondary/Adult Education

closure

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Monitor and Review Report

istrict ______________________ County Kings

uperintendent [redacted] Project Director [redacted]

ates of Visit April 2-3, 1974 Project Number [redacted]

SEA REVIEW STAFF

County Schools Office - SEA Staff

ne Jordan, Fresno County Office	Sam Clemens, State Department of Education
gery Ruby, Stanislaus County Office	Merilyn Burtt, State Department of Education
e Hammond, State Department of Education	Frank Piperato, State Department of Education

EA Personnel Interviewed:

☒ Superintendent
☒ Aides/Paraprofessionals
☒ Advisory Committee Members
☐ Supervisors
☒ Principals
☒ Parents
☐ Students
☒ Resource Person
☒ Teachers
☐ Volunteers
☒ Project Director
☒ Other
(Business Manager)

Target Schools Visited:

INTRODUCTION

California State Department of Education has the responsibility of conducting a itor and review (MAR) of all programs within the consolidated application. The MAR m monitors and reviews districts and schools relative to compliance with required pro- m elements. This involves extensive examination of all of the various required aspects the specially funded programs. To accomplish this procedure, the composite monitoring trument (M-127) has been developed to serve as a guide for the consultant. An outline the composite M-127 is included in this report for the convenience of the reader in ning understanding of the nature of the comprehensive program review. In addition, a y of the composite monitor and review Points of Inquiry (M-127) is left with the dis- ct during the preliminary planning for the visit and it contains the basic criteria on ch this report is based.

MAR team, composed of state and county office staff, visited your district and col- ted the required data with the cooperation and assistance of your staff. The MAR m's detailed analysis of the district's consolidated program has been reviewed and marized by the team as a unit. The findings are presented in this report for district . It should be understood that for the sake of brevity and direct communication, this ort is in the nature of an exception report. Except where noted, the consolidated gram was found in compliance with regulations. Specific commendations are stated page 2. Items requiring reexamination are identified on page 3, and are discussed on sequent pages.

Rex C Fortune Jr

______________________ ______________________
Date REX FORTUNE, JR.
Associate Superintendent of Public Instruction

April 2-4, 1974

COMMENDATION

District staff are commended for the reception accorded the MAR team onsultants at a difficult time when so many other activities were being conducted imultaneously, i.e., parent conferences, the testing program, etc.

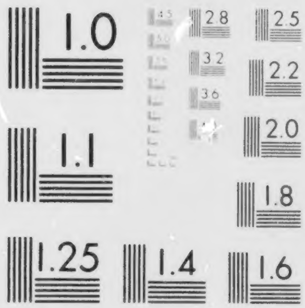
The organization of information relative to the list of program partici-ants, their eligibility and status, was very well done. The original charts and orms developed by staff should facilitate good management practices as well as ccountability.

The project staff are commended for making satisfactory progress toward he individualization of instruction in kindergarten and primary grade classrooms.

Parent education activities such as the current course in nutrition, orkshop on "How to Conduct Meetings", and participation in relevant conferences re commendable achievements.

Project staff are commended for the manner they were able to minimize he adverse effects of a turnover of administrative personnel and simultaneously ffectuate desired change and progress.

# # #


1.0
2.8
2.5
3.2
2.2
3.6
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

CONSOLIDATED PROGRAM

COMPOSITE M-127 CONTENT OUTLINE

AREAS AND TOPICS WITHIN AREAS

	Compl. Excep.	CONTENT	Level	Planning Product	P
Area		1.0 COMPREHENSIVE INSTRUCTIONAL PLANS			
		1.1 Selection of School Site(s)	D -	1.5	
		1.2 Selection of Program Participants	D S	1.2	
		1.3 Needs Assessments	D S	2.2	
		1.4 Goals	D S	1.3 2.3	
		1.5 Restructure K-3	- S		1
		1.6 Program Components and Objectives	D S	2.5	1
		1.6.1 Multicultural Education			
		1.6.2 Staff Development			
		1.6.3 Language Development			
		1.6.4 Reading			
		1.6.5 Mathematics			
		1.6.6 Parent Education			
		1.6.7 Parent Involvement			
		1.7 (Combined with 1.6)			
	X	1.8 Identification of Resources	D* S*	1.4 2.4	1
	X	1.9 Individualization of Instruction	- S		1
		1.10 (See 7.0)			
		1.11 Minimum and Maximum Levels of Service	D -		1
		1.11.1 Concentration of Services			
		1.12 Isolation and Segregation	- S		1
		1.13 Participation of Pupils from Non-Public Schools	D S		2
Area		2.0 MAINTENANCE OF EFFORT	D -		2
Area	X	3.0 PARENT AND COMMUNITY INVOLVEMENT (District and School Advisory Committees)	D S	1.1 2.1	2
Area	X	4.0 DISSEMINATION OF INFORMATION	D S		2
Area	X	5.0 EVALUATION	D S		2
Area	X	6.0 FISCAL AND ADMINISTRATIVE	D -		2
		6.1 Reports and Records			
		6.2 Fiscal and Technical Requirements			
		6.3 Application			
	X	6.4 Waiver Procedure			
	X	6.5 Continuity of Funding			
	X	6.6 Inventories			
		6.7 Financial Interest of Officials (Conflict of Interests)			
		6.8 Comparability			
		6.9 Copyrights and Patents			
Area	X	7.0 PROGRAM MANAGEMENT SYSTEM (ANALYTICAL DESCRIPTION)	D* S*	2.6	

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* Not required until 74/75

	Which May Require Further Development	
.0 Comprehensive Instructional Plan	1.8 Identification of Resources Funds were allocated in some instances but not encumbered. Regulation: Federal Regulation 116.24a State Regulation CEC 3926	State and federal resources. It is recommended that funds allocated for a math specialist and a bilingual resource person be encumbered without delay in order to provide the necessary services and materials required to individualize instruction.
	1.9-2 There is evidence of a diagnostic instrument... While there is a diagnostic instrument used in reading at K-3, there is no evidence of one in use in grades 4-6. Regulation: Title I; S.B. 90 EDY: S.B. 1302; Compensatory Education ESEA, Title I, Revised, 1973; CEC 6445.4	Continue the development of the K-3 math individualized program. It is recommended that the K-3 diagnostic reading instrument be expanded for use in grades 4-6.
	1.9.6 There is evidence of an individualized profile... According to the data provided by project staff, an individualized program in mathematics will be implemented in the school year 1974-75. Regulation: CEC 3931 Each school maintaining programs under the chapter shall restructure its educational program to ensure that participating students will have an individualized program designed to promote the development of his or her maximum potential. The instructional program shall be based on continual assessment of students' needs and prescriptions chosen from a variety of curriculum possibilities	It is recommended that student diagnostic profiles be a feature of the individualized math program contemplated for the school year 1974-75.
3.0 Parent and Community Involvement	3.0-5 More than a simple majority of committee members are parents of participating children Evidence of compliance with regulations regarding the structure of the DAC was not apparent. Regulation: Federal Regulation 116.17 (2, ii); S. B. 1302 CEC 1645.1, 1645.4; S.B. 90, CEC 6499.236; Miller-Unruh, CEC 5772	Inasmuch as the Program Planning for 1974-75 is presently under study, it is recommended that the RST leader, Mr. Allen Coltharp, be consulted regarding the administration of DAC committees under recent regulations approved by the California State Board of Education

	Which May Require Further Development	
3.0 Parent and Community Involvement (Continued)	3.0-10 The LEA has adequate procedures to ensure prompt response to complaints and suggestions from parents and advisory groups. Several parent advisory committees were not aware of the procedure to be used in handling complaints relevant to the management of project operations. Regulations: Proposed CEC 3930 (b); S. B. 1302, CEC 1645.1, 1645.4; S. B. 90 - CEC 6449.236; Miller-Unruh CEC 5772	It is recommended that the procedure for handling complaints be reviewed with DACs. Please contact Mr. Allen Coltharp for assistance, if necessary.
4.0 Dissemination of Information	4.0-1 The school district is following its approved plan.. The plan for communicating pertinent information to parents and project staff needs to be improved. Regulation: Federal Regulation 116.17 (n)	It is recommended that effective procedures be implemented in communicating evaluative information to parents and project staff.
291	(Continued on next page)	

	Which May Require Further Development	
.0 Evaluation	5.0-5 Analysis Design The evidence seemed to indicate that (a) evaluation was generally seen as an end-of-year activity as opposed to a continuous process, and (b) when evaluative information was collected, the evidence did not indicate that a thorough analysis was made of the data in a manner that facilitated understanding for the consumers. Regulations: Fed. Reg. 116.22 (a) and (b); CEC 6445.4 CEC 6499.326; CEC 3929 (proposed)	It is recommended that evaluation information be used to alleviate program impediments as well as to facilitate understanding of program goals and objectives.
	5.0-7 Evaluation Program Management... Interviews did not reveal who had the responsibility of managing the evaluation program. Regulations: Same as for 5.0-5	It is recommended that a staff person be delegated to work with the contracted evaluator.
	5.0-8 (e) Current program process evaluation... A large majority of teachers interviewed were unable to summarize the results of the latest local monitoring report. Regulation: Federal Regulations 116.22 (a) and (b); CEC 6445.4 CEC 6499.236; CEC 3929 (proposed).	It is recommended that a more effective system of reproducing multiple copies of reports be implemented. Moreover, it is recommended that copies of relevant reports be made available to the appropriate people with dispatch.
.0 Fiscal and Administration	6.0-4 An inventory of all equipment costing over $100... Inventories were available but not all the required data were available on any one of them. Regulation: Federal Register 100 b .215 (d)	It is recommended that there be greater adherence to federal regulations concerning nonexpendable personal property and inventories; i.e., a description of the item, serial number, Project number, date of purchase, cost, name of vendor, and location of property should be deemed pertinent information.
	(continued)	

	Which May Require Further Development	
.0 Fiscal and Administration (Continued)	6.0-5 District administrators are aware of federal regulations concerning conflict of interest... District administrators and staff were only partially aware of the federal regulations concerning conflict of interest, copyright laws and patents. Regulation: Federal Register 116.56	The recommendation is made that staff be made knowledgeable of regulations relevant to possible areas of conflict of interest.
	6.0-6 (a) Salaries charged to the program... It appears that the librarian's salary was supported with district funds in prior years. This year the position was funded 2/12ths ECE, 8/12ths S.B. 90, and 2/12ths district. Since this position has been a district-provided position for several years, the evidence indicates that district funds are possibly being supplanted with state and federal categorical funds. If such should be the case, there is a clear violation of regulations. Regulation: Compensatory Education guidelines, ESEA Title I, REvised 1973, 2.4.3-1; Federal Regulation 116.17 h; CEC 6445.17 and 6445.18; S.B. 90 6449.236.	It is recommended that a thorough investigation be made to determine if district funds are being supplanted with state and federal categorical funds. Furthermore, it is recommended that appropriate corrective action be taken based on the findings from the investigation suggested above.
	6.0-6 (c) Employees who are assigned part-time... The project director's salary is equally prorated from S.B. 90, ECE, and Title I. The position encumbent stated that most of her time was devoted to ECE. Regulation: Compensatory Education ESEA, Title I Guidelines 2.4.3-3	The recommendation is made that the salary of the project director be prorated on a more equitable basis, consistent with the time allotments pertinent to the different program components.
	(Continued)	

Report Area	Areas Where Compliance Could Not be Clearly Established Which May Require Further Development	Recommendation
7.0 Management System	Item Analyzed: 7.0-1 Task Displays-... Findings: A review of the application's management system indicated task assignments and reporting deadlines. However, none of the elements in item 7.0 of the MAR instrument were found at the school level. Regulation: Title I, 116.17g; S.B. 1302; CEC 6445.4; S.B. 90 EDY; CEC 6499.235; Miller-Unruh, CEC 5772	It is recommended that the district's management system be extended to the school level. That is, there should be management plans implemented at the classroom level.
	# # # # #	

APPENDIX P

Monitor and Review Observation and Reporting Area Grouping

MAR OBSERVATION AND REPORTING AREA GROUPING

MAR AREAS	ASSIGNMENT BLOCK	PERSONNEL REQUIREMENT	INSTRUMENT	REPORTING AREA
1.0 Comprehensive Instructional Plans	District Level	1	M-127-1 D/S	1.0 District
	School Level	) 1½		School
3.0 Parent and Community Involvement	District Level	)	M-127-3 D/S	3.0 District
	School Level	½		School
2.0 Maintenance of Effort	District		M-127-2 D	2.0 District
6.0 Fiscal and Administration	District	1	M-127-6 D/S	6.0 District
	School			School
4.0 Dissemination of Information	District		M-127-4 D/S	4.0 District
	School			School
7.0 Program Management; Analytical Description	District	1	M-127-7 D/S	7.0 District
	School			School
5.0 Consolidated Evaluation	District		M-127-5 D/S	5.0 District

MAR OBSERVATION AND REPORTING AREA GROUPING

MAR AREAS	ASSIGNMENT BLOCK	PERSONNEL REQUIREMENT	INSTRUMENT	REPORTING AREA
1.0 Comprehensive Instructional Plans	District Level	1	M-127-1 D/S	1.0 District
	School Level	) 1½		School
3.0 Parent and Community Involvement	District Level	)	M-127-3 D/S	3.0 District
	School Level	½		School
2.0 Maintenance of Effort	District	1	M-127-2 D	2.0 District
6.0 Fiscal and Administration	District		M-127-6 D/S	6.0 District
	School			School
4.0 Dissemination of Information	District	1	M-127-4 D/S	4.0 District
	School			School
7.0 Program Management; Analytical Description	District		M-127-7 D/S	7.0 District
	School			School
5.0 Consolidated Evaluation	District	1	M-127-5 D/S	5.0 District
	School			School

APPENDIX Q

Consolidated Program Review - PRI-127

CONSOLIDATED PROGRAM
PR-127 DISTRICT LEVEL
PROGRAM REVIEW - POINTS OF INQUIRY

INTRODUCTION

The combined cooperation of County Superintendents of Education, local educational agencies, and the State Department of Education has produced these district level points of inquiry. The purpose of this instrument is to assist in the review and examination of consolidated programs at the district level for compliance with Federal and State Regulations and State Department of Education policy.

EXPLANATION OF USE

1. This instrument is primarily designed to be used by a State Department of Education review team. It may be used by districts for self-analysis, but the results are not to be reported to the State Department of Education.

2. Those points of inquiry which are negatively worded are taken verbatim from regulations. The use of YES/NO answers requires equating with TRUE/FALSE answers to reply logically to those points of inquiry; i.e., if a statement is true, mark "YES", if the statement is false, mark "NO".

3. The major levels of inquiry (i.e., 1.0, 2.0, etc.) are to be answered by first answering the sub-level points of inquiry, which are specific questions. One or more "NO" answers in the sub-level point of inquiry warrants a "NO" answer in the major level point of inquiry.

4. Use of the Bilingual/Crosscultural section of this instrument in determining compliance with bilingual requirements is determined by the following:

   a. A district with schools having one or more students whose primary language is not English, but which have fewer than 15 percent of such pupils, must have a locally approved plan for meeting that need. In Section 10.0, respond only to 10.0-1.

   b. A district with schools having 15 percent or more children whose primary language is not English must have a Bilingual/Crosscultural component. In Section 10.0, respond only to 10.0-1.

   c. A district which receives AB 2284 bilingual funds must complete Section 10.0.

5. The "Authority Key/Section" column in the Points of Inquiry refers to a specific regulation or policy found in the following official documents:

   Authority Key

   1. Regulations for Consolidated Categorical Aid Programs (Title 5 and Federal)*
   2. Instructions for Completing the Comprehensive School Program Plan (A-127S)
   3. Instructions for Comprehensive Program Planning
   4. Addendum to Instructions for Comprehensive Program Planning (NPS, N&D, Co-op)
   5. Management Information and Requirements for Programs Funded through A-127
   6. Consolidated Application (A-127)
   7. Manual of Instructions for Completing Consolidated Evaluation Report
   8. Title II State Plans
   9. Policies for Early Childhood Education
   10. AB 2284

*1S = State Regulation
1F = Federal Regulation

TABLE OF CONTENTS

PR-127 DISTRICT LEVEL

POINTS OF INQUIRY

TOPICS PAGE

1.0 Comprehensive Program Planning D1

1.1 Selection of School Attendance Areas D1

1.2 Selection of Program Participants D4

1.3 Needs Assessment D5

1.4 Program Goal Statements D7

1.5 Program Components and Objectives D8

1.6 Identification and Use of Resources D8

1.7 Minimum and Maximum Levels of Service D9

1.8 Isolation and Segregation (Not Applicable at District Level)

1.9 Nonpublic/Nonprofit School Participation D10

2.0 Maintenance of Effort D12

3.0 Parent and Community Involvement D13

4.0 Dissemination of Information D17

5.0 Evaluation D18

6.0 Fiscal and Administration D19

7.0 Management Plan D21

8.0 Program Design (Not Applicable at District Level)

9.0 ECE Special Requirements D22

10.0 Bilingual/Crosscultural D24

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)
Rev. 8/14/74

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
3:1.0	1.0 COMPREHENSIVE PROGRAM PLANNING									
	Comprehensive program planning was completed for the district.									
3:1.5	1.1 Selection of School Attendance Areas									
1F:116.17c,d 1S:3934d	School attendance areas were selected according to regulations for each of the programs included in the district consolidated application as listed below:									
3:1.5.2 1.5.8	1.1-1 Title I									
3:1.5.2 1[illegible]6.17c, d,f 1S:3934a,d	(a) Source data were collected about low-income families which were identified by the use of 1970 census data, AFDC data, or secondary source data.									
3:1.5.2	(b) Source data were used in ranking and selecting school attendance areas using computed concentrations based upon a percent, a number, or a combination of both, of children from low-income families.									
3:1.5.3 1F:117.3d 1S:3934e 8:	1.1-2 Title II.									
	(a) There is evidence that the selection and distribution of library resource materials included the following criteria:									
	(1) Quality of materials available.									
	(2) Quantity of materials available. . . .									
	(3) Requirements of children in special instructional programs.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.1-2 (Cont.)									
	(4) Requirements of teachers in special instructional programs.									
	(5) Requirements of children in exemplary school programs. . .									
	(6) Requirements of teachers in exemplary school programs. . .									
	(7) Instructional material for cultural and linguistic needs of children									
	(8) Degree of economic needs.									
	(9) The distribution of such resource materials was not made solely on a per capita basis. . . .									
	(b) Adoption of a material selection policy was made by the district school board.									
1S:3934b	1.1-3 ECE									
3:1.5.1 1.5.6	(a) At least one-half of the ECE funds go to schools with the greatest concentration of pupils with educational needs in grades K-3.									
1S:3934b	(b) The district master plan for ECE includes the sequence in which schools will enter the program..									
3:1.5.5	1.1-4 Miller-Unruh									
	(a) School site was chosen on the basis of the school with the largest number of children achieving below Q1 according to the first grade reading test. . .									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75) AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director	4. Application
2. Business Manager	5. Planning Products
3. DAC	6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.1-4 (cont.)									
1S:3934f	(b) 15% or more of the K-3 students in the schools having Miller-Unruh aides live in homes in which other than English is the primary language, and not less than 30% of the students score in the lowest quartile in the first grade reading test. . . .									
1S:3934c	1.1-5 EDY (SB 90)									
3:1.5.1	(a) K-6 schools were ranked in descending order and the school sites with the largest percent or number of pupils scoring in the lowest quartile in a basic skills test were selected.									
1S:3934c	(b) Selection of secondary school sites was based on the participation of feeder schools in the EDY program.									
1S:3934c	(c) Union High School Districts have allocated funds to schools of greatest need, with preference to schools serving the youngest students.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1S:3934a	1.2 Selection of Program Participants									
3:2.4	Program participants were selected according to requirements for the following programs:									
	1.2-1 Title I and EDY (SB 90)									
3:2.4.3	The school district has on file a list of participating students, all of whom scored below Q2 on a standardized test. These participants were chosen with priority going to students who fall in one or both of the following categories:									
3:2.4.3 1S:3934d	(a) Students who scored below the twenty-fifth percentile on a standardized test .									
3:2.4.3	(b) Students who have serious deficiencies in verbal functioning because of linguistic, social, cultural, or economic isolation									
1S:3934f 3:2.4.5	1.2-2 Miller-Unruh									
	(a) Participants in the Miller-Unruh program (K-3 only) were selected with priority given to students with the greatest educational need as determined by standardized achievement tests. .									
1S:3934b	1.2-3 ECE									
3:2.4.1	(a) Every child enrolled in the participating grades of a participating ECE school receives services.									
	(b) The ECE participants receiving $65 above the basic grant are those who scored below Q1 on a standardized achievement test in reading and math or pupils who have serious deficiencies in verbal functioning.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.3 Needs Assessment									
	The district-level needs assessment is a compilation of school level data and is on file at the district office. The needs assessment includes, but is not limited to, the following categories:									
1F:116.18b 1S:3927	1.3-1 Base line data on school population showing:									
3:1.2	(a) The number of students in the school									
3:2.2	(b) The ethnic and socioeconomic makeup of student population . . .									
	(c) The number of students with English as a second language									
	(d) The transiency rates of students									
	(e) The number of exceptional students, physically handicapped, mentally handicapped, and gifted...									
	(f) The nature and effect of student background and factors such as cultural opportunities, travel, and the community environment									
	(g) The student health data.									
3:1.2 2.2.1	1.3-2 Ability (or achievement) data of the student population, including:									
	(a) Summaries of diagnostic data for the student population are available . . .									
	(b) Achievement data are available, including whatever performance measures are employed at the school.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1.	Program Director	4.	Application
2.	Business Manager	5.	Planning Products
3.	DAC	6.	Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.3-3 Summary data on affective area of student development									
	1.3-4 Summary data on psychomotor area of student development									
	1.3-5 Appraisal of the level of social and cultural understanding of students									
	1.3-6 Appraisal of the degree to which the present instructional program provides diagnostic/ prescriptive instruction for students on individualized basis									
	1.3-7 Appraisal of health and social services available to students both within and outside the school program									
	1.3-8 Appraisal of staff needs									
	1.3-9 Appraisal of the nature and extent of parent involvement in program planning and implementation, along with parent education opportunities									
8:Title II	1.3-10 Appraisal of the need of library materials (printed and non-printed) to be obtained from Title II funds									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1S:3928 3:1.3	1.4 Program Goal Statements are complete as follows:									
2.3	1.4-1 The district has prepared program goal statements related, but not limited, to the following areas									
	(a) Language development									
	(b) Reading									
	(c) Mathematics									
	(d) Multicultural									
	(e) Staff development									
	(f) Parent participation and community involvement									
	(g) Parent education									
	(h) Health/auxiliary services									
	(i) Bilingual/Crosscultural (if required)									
3:2.3 1F:116.17,2 IV 1S:3928	1.4-2 The district goals have been reaffirmed or revised during the past three years.									
3:1.3.4	1.4-3 The goals have been assigned a priority rank according to the needs assessment.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.5 Program Components and Objectives									
1F:116.17b 1S:3928	1.5-1 Each objective is related to the needs assessment.									
1F:117.17b 1S:3928	1.5-2 Each objective description includes specific performance (end product) objectives.									
3:1.3	1.5-3 Each of the stated objectives is complete in content, including the following:									
	(a) That which is to be known or done									
	(b) By whom									
	(c) Under what conditions									
	(d) When									
	(e) How achievement is to be measured									
	(f) Minimum level to be achieved									
1F:116.24a	1.6 Identification and Use of Resources									
1S:3926 6445 3:1.4 3:2.4	1.6-1 The district fulfilled the requirements for the identification of resources in planning and implementing the consolidated program, including the following:									
	(a) Resources available from local taxes and state apportionments									
	(b) State resources available by formula or entitlement									
	(c) Federal resources available by formula or entitlement									
	(d) State and federal resources available on a competitive basis									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.6-1 (cont.)									
	(e) Persons and business establishments in the district which can offer assistance or learning opportunities to students									
	(f) Health and social-service agencies									
	(g) Various buildings and other locations (such as museums and arboretums) which have educational value									
1S:3932	1.7 Minimum and Maximum Levels of Service									
	The requirements for minimum and maximum levels of service have been maintained as follows:									
	(a) By participant priority for providing additional services to eligible pre-school and elementary students first									
	(b) By the maintenance of expenditures per public school pupil of between $350 and $550*									
	* This interpretation has been agreed to via waiver. The actual statement in Title 5 is included below for the convenience of the reader. 3932 "For each student receiving services under ESEA, Title I or the EDY Program, the district shall verify a minimum allocation from combined categorical funds of 50 percent of the average per student expenditure excluding categorical funds in elementary schools in California. Total categorical aid funds allocated for each student shall not exceed 80 percent of this average."									
	1.8 (Not applicable at district level)									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.9 Nonpublic/Nonprofit School Participation Required provisions were made for the participation of pupils in NP/NPS.									
1F:116.16.9a 1S:3942 4:p 1	1.9-1 Individuals knowledgeable of the assessed needs of NPNPS children were involved in the planning process.									
1F:116.19a 1[illegible]:3943	1.9-2 Participating NPNPS students live in or live reasonably coterminous to the target area.									
4:p 2	1.9-3 The criteria for selection of participants of NPNPS are comparable to the EDY criteria used for the selection of public school participants.									
1F:116.19b 1S:3942	1.9-4 Eligible NP/NPS children are provided activities which are comparable to those provided public school participants.									
1F:116.19b 3942 4:p 1	1.9-5 The special needs of eligible NPNPS pupils were considered in planning program activities.									
1F:116.19e 3:p 2	1.9-6 All funds supporting participants of NPNPS children are under the control of the public school.									
	1.9-7 (Not applicable at district level)									
1F:116.19e 4:p 2	1.9-8 Project staff serving at NPNPS sites is under administrative control of the public school staff.									
1F:116.19e	1.9-9 Necessary equipment for use of project participants is assigned to the NPNPS site only for the duration of the project.									
1F:116.19b 1S:3930c 3:1.1(6)	1.9-10 Parents of participating NPNPS children and representative NPNPS staff members are serving on the District Advisory Committee.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director		4. Application
2. Business Manager		5. Planning Products
3. DAC		6. Evaluator

AUTHORITY KEY/SECTION		POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.9 (cont.)										
	1.9-11	(Not applicable at district level)									
HEW:Regulations	1.9-12	The NP/NPS has filed HEW Form 441 (Civil Rights Act of 1964) with the USOE.									
4:p 2 6:p 6	1.9-13	A list of participants at NP/NPS has been provided to the public school administrator.									
	1.9-14	(Not applicable at district level)									
	1.9-15	(Not applicable at district level)									
5F:116.3	1.9-16	Materials purchased with Title II funds are in compliance with the materials selection policy of local public educational agencies.									
	1.9-17	(Not applicable at district level)									
5F:116.3 4:p 2	1.9-18	Title II materials are to benefit private school children and teachers, and are on a loan basis only.									
4:p 2	1.9-19	NP/NPS has budgeted an amount for library resources (not including Title II resources) this year equal to or greater than last year's school program.									
	1.9-20	NP/NPS officials were included in the development of the following: . .									
		(a) Needs Assessment									
		(b) Goals									
		(c) Pupil Selection Criteria (Title I only)									
		(d) Program Planning									
		(e) Program Evaluation . . .									
	1.9-21	(Not applicable at district level)									
	1.9-22	(Not applicable at district level)									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 2.0 TOPIC Maintenance of Effort

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION		POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1F:116.17 h	2.0	MAINTENANCE OF EFFORT									
1S:3937 a		Maintenance of effort is evidenced by the following criteria:									
1F:116.45(b)	2.0-1	The sum of local and state apportionments per student participant is not less than 95% of the previous year's expenditure									
1F:117.3	2.0-2	An assurance of compliance has been signed									
1F:117.3	2.0-3	The district has budgeted an amount (not including Title II resources) for library resources this year equal to or greater than each of the two previous years									
1S:3937 1S:6445.18	2.0-4	The district is maintaining the fiscal effort at least equal to that of the elementary child not participating in the ECE program									
1S:6499.231	2.0-5	District funds have not been supplanted by SB 90 EDY funds									

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POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 3.0 TOPIC Parent and Community Involvement

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION		POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1F:116.17(0) 1S:3930.0	3.0	PARENT & COMMUNITY INVOLVEMENT									
		The program provides for the required parent and community involvement, as evidenced by the following criteria:									
	3.0-1	There is a functioning District Advisory Committee									
	3.0-2	(Not applicable at district level)									
1F:116.17(0) 1 i	3.0-3	The application describes how parents were involved in planning the program									
1F:116.17(0) 1 ii	3.0-4	The application outlines specific plans for continued involvement in development, operation, and evaluation in the programs									
	3.0-5	(Not applicable at district level)									
1S:3930 b 1F:116.17(0) 2 i 1S:3930 c	3.0-6	Parents of nonpublic school participants are on the DAC.									
3:1.1	3.0-7	Each district has the following DAC products available:									
4:Addendum		(a) Membership and Composition Alternative DAC structure . . . . --Joint Committee --Co-committee									
4:Addendum		(b) Organizational responsibility . . . . . . District employee (name and title) responsible for organizing DAC									
		(c) Membership. . . . . Membership list (name, address, and phone number)									
4:Addendum		(d) Composition . . . . (1) More than a simple majority of participating members (not employed by the school district) of participating children. .									
		Note: In districts in which there is a high concentration of EDY participants, parents (not employed by the district) of program participants compose more than a majority of the DAC membership.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 3.0 TOPIC 3.0 Parent and Community Involvement

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
3:1.1.1	3.0-7 (cont.)									
	(2) Reflects ethnic and socio-economic composition within the community									
	(3) Includes parents of students in all age spans									
	(4) Includes levels funded by ECE									
	(5) Includes representatives from non-public school, community, and social service agencies									
	(6) Includes representatives from the business community									
	(7) Includes classified aides, teacher assistants, or other support personnel . .									
	(8) Includes teachers and administrators (must include representation from the ECE funded grades) . . .									
	(9) Includes representatives from participating non-public schools									
3:1.1.4	(e) A ledger recording changes in membership									
	(f) A schedule and content description of DAC training activities									
	(g) A schedule of dates and locations of DAC meetings									
	(h) A description of communication channels used to provide information to the DAC									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 3.0 TOPIC Parent and Community Involvement

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	3.0-7 (cont.)									
	(i) A description of communication channels used by the DAC for bringing recommendations into the decision-making process									
	(j) A record of the major recommendations made or endorsed by the Committee in each step of the planning process									
1F:116.17o 2 ii	3.0-8 Each member of DAC has been furnished, free of charge, copies of federal regulations, guidelines, state regulations, evaluation reports, and other information needed in planning, developing, and operating the project.									
1F:116.17o 2 v 3:1.1.3.4	3.0-9 The program includes specific provisions for informing and counseling with parents concerning services to be provided their children.									
1F:116.17o 2 ii 1S:3930a	3.0-10 DAC Advisory Committee was involved in making recommendations about the following:									
	(a) Establishment of a timeline for development of the district master plan (ECE)									
1F:116.17o 2 vii	(b) Needs assessment on a school-by-school basis									
	(c) Goals and objectives									
1:116.17o 2 iii 3:Addendum	(d) Evaluation									
	(e) Staff development									
	(f) Parent participation									
	(g) Parent education									
	(h) Application for funds									
	(i) Identification of community resources									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 3.0 TOPIC Parent and Community Involvement

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	3.0-10 (cont.)									
	(j) Recommendation as to which schools to include in each phase (ECE)									
	(k) Health assessment									
1F:116.17o 2 vii 4:p 2	3.0-11 The LEA has adequate procedures to insure prompt response to complaints and suggestions from parents and advisory groups (See also A127-S, page 2)									
3:2.1.3	3.0-12 Assurances have been signed by DAC/SAC chairmen that the committees have been involved in all phases of planning the program and will be included in all phases of program implementation									
3:Addendum	3.0-13 If the district has established additional committees, an assurance has been signed by the chairman of each committee stating that the committee has:									
	(a) participated fully in the planning process									
	(b) brought its recommendations to the school advisory committee									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 4.0 TOPIC Dissemination of Information

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1F:116.17	4.0 DISSEMINATION OF INFORMATION									
	Information is being disseminated as required.									
	4.0-1 The school district is following its approved plan for dissemination of information to parents and community.									
1F:116.25a	4.0-2 The district is following an approved plan for the dissemination to teachers and administrators of the significant developments and experiments in education.									
1F:116.25b	4.0-3 The district has a plan to disseminate promising educational practices developed in its project to other schools for replication where feasible.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 5.0 TOPIC Evaluation

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	5.0 EVALUATION									
1F:116.22a, b,c 1S:3929	5.0-1 The district has on file an evaluation design which includes the following:									
3:1.3.3	(a) Clearly stated, measurable performance (end product) objectives									
9:ECE p. 11	(b) Clearly defined activities for meeting performance objectives									
3:1.3.3	(c) Instruments for pre-/post-testing, including behavioral change assessment									
3:1.3.3	(d) Analysis design to show to what degree the program objectives were achieved									
9:Page 11	(e) Dissemination plan									
3:1.3.3 9:Page 11	5.0-2 The planned evaluation program is being implemented, as evidenced by:									
	(a) The evaluation activities recorded and up to date									
	(b) Base line (pre-test) data collected, recorded, and analyzed									
	(c) Process evaluation data (activities) collected, recorded, and analyzed									
1F:116.23 9:Page 11 3:2.3.3	(d) Last year's evaluation report findings disseminated in understandable language to staff, parents, and community; in addition, the state evaluation report is made available									
9:Page 11 3:2.3.3	(e) Current program process evaluation disseminated to staff									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 6.0 TOPIC Fiscal and Administration

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	6.0 FISCAL AND ADMINISTRATION									
	The district has complied with the fiscal administrative requirements indicated below:									
1F:116.23 1S:3943	6.0-1 The district developed auditable records which identify expenditures by funding source (See A-127, page 17)									
1S:3943 1F:116.17n	6.0-2 The Business Office submits periodic fiscal reports to the DAC, Project Director, and other administrators for proper operation of the project									
1F:100b. 477 5:Page 6 3.4	6.0-3 Records are retained for a minimum of three years after close of fiscal year									
1F:100b. 215 (d)	6.0-4 An inventory of all equipment costing over $200 is maintained, and includes the following information:									
	(a) A description of the property									
	(b) The identifying serial number									
	(c) The project number									
	(d) The date purchased									
	(e) The acquisition cost									
	(f) The vendor or source of property									
	(g) The percentage of federal funds used in purchase of the property									
	(h) The location, use, and condition of property									
	(i) The time and mode of disposition of all property that has been transferred to other projects or that has been sold									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75) AREA 6.0 TOPIC Fiscal and Administration

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1F:116.17h 116.20 100b 210, 212 1:Title 5 1S CEC:3940, 6445.16, 19 8:Title II 1F:117.12	6.0-5 Equipment and other capital outlay items purchased with consolidated application program funds meet the following requirements:									
	(a) The item is necessary in terms of implementing the consolidated program									
	(b) The item will have a beneficial effect on the achievement of program participants									
	(c) Title I equipment has been labeled with the following information:									
	(1) ESEA, Title I									
	(2) Month and year of purchase (only if purchased after June, 1972)									
	(d) Each item purchased with Title II funds is stamped as Title II or otherwise identified as property of the district									
	(e) An inventory of all Title II materials acquired is available									
1F:100b. 250 1F:100b. 217 1F:100b. 218	6.0-6 District administrators are aware of federal regulations concerning conflict of interest, copyrights, and patents									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 6.0 / 7.0 / 8.0 TOPIC Fiscal and Admin. / Management Plan / Program Design

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
6:Page 18 1S CEC: 3599.3 1S CEC: 6445.16,19 1S CEC: 6449.236 1S CEC: 6449.237 1S CEC: 3941a,b	6.0-7 The district has adequate documented procedures to assure compliance with each of the following activities									
	(a) Salaries charged to the program are directly related to the consolidated application activities									
	(b) Program services are provided to program participants only . .									
	(c) Employees who are assigned part-time to more than one program have had their salaries prorated accordingly to the time spent in each									
3:2.6	7.0 MANAGEMENT PLAN The LEA has a program management plan									
	8.0 PROGRAM DESIGN (Not applicable at District Level)									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 9.0 TOPIC ECE Special Requirements

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	9.0 ECE SPECIAL REQUIREMENTS									
9:Page 8	9.0-1 The district has met the following required funding criteria and there is:									
	(a) Evidence that parents and the community have been actively involved in developing the plan submitted and are continuing to be involved in the subsequent implementation, evaluation, and modification of the program									
	(b) Evidence of utilizing and maximizing existing categorical aid funds available to serve K-3 children and children in day care, preschool, and extended day care; and there are carefully developed plans for articulation, both for the children covered and for their parents									
	(c) Evidence that the district has provided for mobilizing and utilizing all available school and community resources to assure the delivery of the necessary health, social work, and nutrition services									
	(d) Evidence of a creative, carefully designed approach to strengthening or restructuring the existing K-3 program based on a careful needs assessment									
	(e) Evidence of the implementation of a specific plan for evaluating program activities									
	(f) Evidence of an awareness of the necessity for staff to adequately understand and meet the needs of all children, especially those of a racial and/or ethnic background which is different from that of the staff									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 9.0 TOPIC ECE Special Requirements

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
CEC 9: 6445.5 9:Page 4	9.0-2 The district has developed a program designed to systematically phase into the program all the schools in the district in no more than 5 years.									
	(a) This plan designates which school or schools will be included in phase one (1973-74), phase two (1974-75), etc., for all schools serving K-3 students									
	(b) The district has developed criteria for the systematic inclusion of the schools in the phase-in process.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 10.0 TOPIC Bilingual/Cross-cultural

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
10:AB2284	10.0 BILINGUAL/CROSS CULTURAL									
1S:3927	10.0-1 Needs Assessment									
	The school district has taken an annual census not later than March 1 and reports to SDE by April 1 in two categories:.									
	(a) Number of children within school district with limited English-speaking ability, classified by primary language									
	(b) Number of children who are non-English-speaking . . .									
	10.0-2 The following products have been developed by the participating school district:.									
	(a) The school district has on file a project which provides the following information:.									
	(1) Identified goals for bilingual education, as determined by the local needs assessment . . .									
	(2) Activities designed to provide the following:									
	-development of competence in two languages for all parcipating pupils									
	-positive reinforcement of the self image of participating children									
	development of intergroup and intercultural awareness among pupils, parents and the staff									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 10.0 TOPIC Bilingual/Cross-cultural

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	10.0-2 (cont.)									
	(b) The district is implementing a management plan to organize, coordinate, and monitor with distinctly outlined plans that will ensure success in the bilingual program.									
	(c) The district is implementing a plan for teacher and aide preservice training which will identify and improve knowledge levels of each teacher and aide in teaching methodology, bilingual philosophy, and education.									
	(d) The district is implementing a plan for the gradual assumption of the costs of the bilingual program by the district.									
	(e) The district is implementing an inservice training program for teachers and aides that is linked with a nearby institution of higher education.									
1S:3936	10.0-3 Instruction The participating school district has an articulated sequential program of instruction in bilingual education designed to develop competence in English and in the primary language of the limited English-speaking participants.									
1S:3929	10.0-4 Evaluation									
	(a) The district has evaluated each child to be placed in a bilingual program, assessing his strengths and weaknesses in English and in the second language of instruction.									

POINTS OF INQUIRY

DISTRICT LEVEL

PR 127 (FY 1974-75)

AREA 10.0 TOPIC Bilingual/Cross-cultural

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. DAC
4. Application
5. Planning Products
6. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY DISTRICT LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	10.0-4 (cont.) (b) The district has established a plan for evaluation of the children's progress, including, but not limited to, reading comprehension and speaking skills in English and the second language of instruction.									
1S:3930	10.0-5 District Advisory Committee Participation The district has established a districtwide advisory committee in which parents (not employed by the district) of participating students constitute more than a simple majority, or has designated an existing districtwide advisory structure in which such parents constitute more than a simple majority									
	10.0-6 All teachers teaching classes funded through this legislation are bilingual teachers.									

"Bilingual Teacher" means a teacher fluent in both English and the primary language of the limited-English-speaking pupils in a bilingual program. Such a teacher need not be certificated to teach in both languages and may be exempted from other certification requirements as set out in Section 5764 of the California Education Code.

California Education Code 5764, as paraphrased, establishes the following: A waiver of certification requirements for bilingual teachers, or authorization to use for two years only a monolingual teacher and a bilingual aide or aides, may be requested from the Superintendent of Public Instruction. However, a diligent search in California by the district with assistance from SDE should be conducted to recruit bilingual teachers, before submission of a waiver or authorization request.

CONSOLIDATED PROGRAM
PR-127 SCHOOL LEVEL
PROGRAM REVIEW - POINTS OF INQUIRY

INTRODUCTION

The combined cooperation of County Superintendents of Education, local educational agencies, and the State Department of Education has produced these school level points of inquiry. The purpose of this instrument is to assist in the review and examination of consolidated programs at the school level for compliance with Federal and State Regulations and State Department of Education policy.

EXPLANATION OF USE

1. This instrument is primarily designed to be used by a State Department of Education review team. It may be used by schools for self-analysis, but the results are not to be reported to the State Department of Education.

2. Those points of inquiry which are negatively worded are taken verbatim from regulations. The use of YES/NO answers requires equating with TRUE/FALSE answers to reply logically to those points of inquiry; i.e., if a statement is true, mark "YES", if the statement is false, mark "NO".

3. The major levels of inquiry (i.e., 1.0, 2.0, etc.) are to be answered by first answering the sub-level points of inquiry, which are specific questions. One or more "NO" answers in the sub-level point of inquiry warrants a "NO" answer in the major level point of inquiry.

4. Use of the Bilingual/Crosscultural section of this instrument in determining compliance with bilingual requirements is determined by the following:

   a. Schools having one or more students whose primary language is not English, but which have fewer than 15 percent of such pupils, must have a locally approved plan for meeting that need. In Section 10.0, respond only to 10.0-1.

   b. A school with 15 percent or more children whose primary language is not English must have a Bilingual/Crosscultural component. In Section 10.0, respond only to 10.0-1.

   c. A school which receives AB 2284 bilingual funds must complete Section 10.0.

5. The "Authority Key/Section" column in the Points of Inquiry refers to a specific regulation or policy found in the following official documents:

   Authority Key

   1. Regulations for Consolidated Categorical Aid Programs (Title 5 and Federal)*
   2. Instructions for Completing the Comprehensive School Program Plan (A-127S)
   3. Instructions for Comprehensive Program Planning
   4. Addendum to Instructions for Comprehensive Program Planning (NPS, N&D, Co-op)
   5. Management Information and Requirements for Programs Funded through A-127
   6. Consolidated Application (A-127)
   7. Manual of Instructions for Completing Consolidated Evaluation Report
   8. Title II State Plans
   9. Policies for Early Childhood Education
   10. AB 2284

*1S = State Regulation
1F = Federal Regulation

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POINTS OF INQUIRY

SCHOOL LEVEL

PR 127 (FY 1974-75)
ev. 8/14/74

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1.	Program Director	6.	Principal
2.	Business Manager	7.	Resource Person
3.	Teacher	8.	School Plan
4.	Aide	9.	Planning Products
5.	Parent	10.	Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.0 COMPREHENSIVE PROGRAM PLANNING									
	1.1 (Not applicable at school level)									
1S:3934a 3:2.4	1.2 Selection of Program Participants									
	Program participants were selected according to requirements for the following programs:									
	1.2-1 Title I and EDY (SB 90)									
1F:116.17f 1S:3934c 3:2.4.3	The school has on file a list of participating students, all of whom scored below Q2 on a standardized test. These participants were chosen with priority going to students who fail in one or both of the following categories:									
1S:3934d 3:2.4.3	(a) Students who scored below Q_1 on a valid standardized test									
3:2.4.3	(b) Students who have serious deficiencies in verbal functioning because of linguistic, social, cultural, or economic isolation									
1S:3934f 3:2.4.5	1.2-2 Miller-Unruh									
	Participants in the Miller-Unruh program (K-3 only) were selected with priority given to students with the greatest educational need as determined by standardized achievement tests.									
1S:3934b 3:2.4.1	1.2-3 ECE									
	Every child enrolled in the participating grades of a participating school receives ECE services.									
	The ECE participants receiving \$65 above the basic grant are those who scored below Q_1 on a standardized achievement test in reading and math or pupils who have serious deficiences in verbal functioning.									

POINTS OF INQUIRY

SCHOOL LEVEL

PR 127 (FY 1974-75)
Rev. 8/14/74

AREA 1.0 TOPIC Comprehensive Progr
Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURC
	1.3 Needs Assessment									
	A needs assessment document is on file in the school and includes the following data:									
1F:116.18b 1S:3927 3:2.2.1	1.3-1 Base line data on school population showing									
	(a) The number of students in school									
	(b) The ethnic and socioeconomic makeup of student population									
	(c) The number of students with English as a second language									
	(d) The transiency rates of students									
	(e) The number of exceptional students, physically handicapped, mentally handicapped, and gifted									
	(f) The nature and effect of student background and factors such as cultural opportunities, travel, and the community environment									
	(g) The student health data									
3:2.2.1	1.3-2 Ability (or achievement) data of the student population, including:									
	(a) Diagnostic data are available and summarized									
	(b) Achievement data are available and include the following:									
	(1) Data from criterion-referenced testing.									

POINTS OF INQUIRY

SCHOOL LEVEL

PR 127 (FY 1974-75)
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AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1.	Program Director	6.	Principal
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AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.3-2 (cont.)									
	(2) Data from matrix sampling or school achievement									
	(3) Data from standardized achievement tests administered. .									
	1.3-3 Summary data on affective area of student development									
	1.3-4 Summary data on psychomotor area of student development									
	1.3-5 Appraisal of the level of social and cultural understanding of students									
	1.3-6 Appraisal of the degree to which the present instructional program provides diagnostic/prescriptive instruction for students on individualized basis									
	1.3-7 Appraisal of health and social services available to students both within and outside the school program									
	1.3-8 Appraisal of staff needs									
	1.3-9 Appraisal of the nature and extent of parent involvement in program planning and implementation, along with parent education opportunities . .									
8:Title II 117.2	1.3-10 Appraisal of the need of library materials (printed and non-printed) to be obtained from Title II funds . .									

POINTS OF INQUIRY

SCHOOL LEVEL

PR 127 (FY 1974-75)
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AREA 1.0 TOPIC Comprehensive Progra
Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
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10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL		YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1S:3928	1.4	Program Goal Statements									
	1.4-1	The school has prepared program goal statements related to the following areas.									
		(a) Language development . .									
		(b) Reading									
		(c) Mathematics									
		(d) Multicultural									
		(e) Staff development									
		(f) Parent participation and community involvement . .									
		(g) Parent education									
		(h) Health/auxiliary services									
		(i) Bilingual/Crosscultural (if required)									
3:2.3.4	1.4-2	The school has a list of goals with indications of priority level									
3:2.3.4	1.4-3	The school has a list of program objectives correlated with school goals.									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
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10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL		YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
2:p. 3 (Multicultural Ed.) 1S:3936 3:2.5.1	1.5	**Program Components and Objectives** The consolidated program includes each of the required components as indicated in the table below:									
(Staff Dev.) 1F:116.17m 1S:3933 3:2.5.7 2:p. 3											
2:p. 3 (Lang. Dev.) 1:116.17b 1S:3928 3:2.5.1											
2:p. 2 (Reading) 1F:116.17b 1S:3928 3:2.5.1											
2:p. 3 (Math) 1F:116.17b 1S:3938 3:2.5.1											
2:p. 3 (Parent Involvement) 3:2.5.1											
(Health) 3:1.2.1.7 3:2.5.4 2:p. 3											

	FUNDING SOURCE	1	2	3	4	5	6	7	8	9
(a)	Title I	x	x	x	x	x		x	x	(x)
(b)	SB 90-EDY	x	x	x	x	x		x	x	(x)
(c)	ECE	x	x	x	x	x	x	x	x	(x)
(d)	Miller-Unruh	x								

COMPONENT

Components:

1. Reading
2. Language Development
3. Mathematics
4. Staff Development
5. Parent Participation and Community Involvement
6. Parent Education
7. Health/Auxiliary Services
8. Multicultural Education
9. Bilingual/Crosscultural (if required)

(Title II has process activities only and not components.)

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL		YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1F:116.17b 1S:3928	1.5-1	Each component objective is related to the needs assessment.									
1F:117.17b 1S:3928	1.5-2	Each component description includes specific performance (end product) objectives.									

POINTS OF INQUIRY

SCHOOL LEVEL

PR 127 (FY 1974-75)
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AREA 1.0 TOPIC Comprehensive Progra
Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
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10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
3:2.5.2	1.5-3 Each of the stated objectives is complete in content, including the following:									
	(a) That which is to be known or done									
	(b) By whom									
	(c) Under what conditions.									
	(d) When									
	(e) How achievement is to be measured									
	(f) Minimum level to be achieved									
	1.6 (Not applicable at school level)									
	1.7 (Not applicable at school level)									
1F:Sec. 6 Civil Rights Act	1.8 Isolation and Segregation									
1S:3935	1.8-1 The school does not sanction, perpetuate, or promote the segregation of students on the basis of race, ethnicity, religion, sex, or socioeconomic status									
	(a) The program does not create special tracks for the educationally disadvantaged									
	(b) The program does not establish adjustment, pregrade, or junior grade classes for the educationally disadvantaged									

POINTS OF INQUIRY

SCHOOL LEVEL

PR 127 (FY 1974-75)
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AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.8-1 (cont.) (c) The school does not physically isolate children from their classmates on a scheduled daily basis, except in the following instance: Based on the results of a comprehensive diagnostic assessment of student needs, children who are assigned to a regular classroom teacher responsible for their instructional program may be moved to a physical location other than the regular classroom on a temporary basis until the diagnosed need has been alleviated. Such an alternate physical location includes, but is not limited to, a reading laboratory, a mathematics laboratory, a bilingual/bicultural learning center, an intergroup education learning center, a diagnostic clinic, or similar facilities where the specific needs of the students are best served.									
	1.9 Nonpublic/Nonprofit School Participation (Applicable to private school site review) Required provisions were made for the participation of students in NP/NPS									
1F:116.16.9 a 1S:a,3942 4: p1	1.9-1 Individuals knowledgeable of the assessed needs of NP/NPS children were involved in the planning process									
1F:116.19a 1S:3943	1.9-2 Participating NP/NPS students live in or live reasonably coterminous to the target area.									

POINTS OF INQUIRY

SCHOOL LEVEL

PR 127 (FY 1974-75)
Rev. 8/14/74

AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL		YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
4:p 2	1.9-3	The criteria for selection of participants at NP/NPS are based on comparable EDY criteria used for selection of public school participants.									
1F:116.19b 1S:3942 4:p 1	1.9-4	Activities are provided for eligible NP/NPS children which are comparable to those provided public school participants.									
1F:116.19b 1S:3942 4:p 1	1.9-5	The special needs of eligible NP/NPS pupils were considered in planning program activities.									
	1.9-6	(Not applicable at school level)									
1F:116.19d 4:p 1	1.9-7	NP/NPS students receiving services at the public school site are not segregated from public school participants.									
1F:116.19e 4:p 2	1.9-8	Project staff serving at NP/NPS sites is under administrative control of the public school staff.									
1F:116.19e	1.9-9	Necessary equipment for use of project participants is assigned to the NP/NPS site only for the duration of the project.									
1F:116.19b 1S:3930c	1.9-10	Parents of participating NP/NPS children and representative NP/NPS staff members are serving on the District Advisory Committee. .									
3:1.1 (6)	1.9-11	The NP/NPS school receiving categorical services has established a SAC.									
HEW Regulations	1.9-12	The NP/NPS has filed HEW Form 441 (Civil Rights Act of 1964) with the USOE.									
	1.9-13	(Not applicable at school level)									
4:p 2 5F:117.3e	1.9-14	Materials acquired with funds made available by ESEA, Title II, Phase I, funds meet the needs of private school pupils and teachers.									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 1.0 TOPIC Comprehensive Program Planning

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
5F:117.3	1.9-15 Materials purchased with Title II funds have been selected with the cooperation of appropriate private school personnel. . . .									
5F:117.3	1.9-16 Materials purchased with Title II funds are in compliance with the materials selection policy of local public educational agencies.									
5F:117.3	1.9-17 Materials purchased with Title II funds and on loan to NP/NPS can be identified by the following:									
	(a) Identification markings. .									
	(b) Catalog listing.									
	(c) District identification markings									
4:p 2 5F:117.3	1.9-18 Title II materials are to benefit private school children and teachers, and are on a loan basis only									
4:p 2	1.9-19 NP/NPS has budgeted an amount for library resources (not including Title II resources) this year equal to or greater than previous fiscal years.									
	1.9-20 NP/NPS officials were included in the development of the following: . . .									
	(a) Needs Assessment									
	(b) Goals									
	(c) Pupil Selection Criteria (Title I only)									
	(d) Program Planning									
	(e) Program Evaluation . . .									
1F:116.19	1.9-21 Each NP/NPS has a program plan									
4:p 1	1.9-22 Each NP/NPS has a functioning advisory committee									

POINTS OF INQUIRY

SCHOOL LEVEL

PR 127 (FY 1974-75)
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AREA 3.0 TOPIC Parent and Community Involvement

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	2.0 (Not applicable at school level)									
1F:116.17o 1S:3930.0	3.0 PARENT AND COMMUNITY INVOLVEMENT The program provides for the required parent and community involvement as evidenced by the following criteria:									
	3.0-1 (Not applicable at school level)									
1S:3930.0	3.0-2 There is a functioning School Advisory Committee at each participating school.									
1F:116.17o (1)i	3.0-3 The application describes how parents were involved in planning the program.									
1F:116.17o (1)ii	3.0-4 The application outlines specific plans for continued involvement in development, operation, and evaluation of the programs.									
1F:116.17o (1)	3.0-5 The School Advisory Committee is broadly representative of parents and the community.									
	3.0-6 (Not applicable at school level)									
3:1.1	3.0-7 Each school has the following SAC products available									
3:2.1.4	(a) Membership list (name, address, and phone number) . . .									
3:Addendum	(b) Composition									
3:2.1.1	(1) More than a simple majority of participating members are parents (not employed by the school/district) of participating children									

POINTS OF INQUIRY

SCHOOL LEVEL

PR 127 (FY 1974-75)
Rev. 8/14/74

AREA 3.0 TOPIC Parent and Community Involvement

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	3.0-7 (cont.) (b) Composition (cont.)									
3:2.1.1	(2) Reflects ethnic and socio-economic composition within the community									
3:2.1.1	(3) Includes parents of students in all age spans.									
3:2.1.1	(4) Includes levels funded by ECE									
	(5) Includes classified aides, teachers, assistants, or other support personnel.									
	(6) Includes teachers and administrators (must include representation from the ECE funded grades)									
3:2.1.4	(c) A ledger recording changes in membership									
3:2.1.4	(d) A schedule and content description of SAC training activities									
3:2.1.4	(e) A schedule of dates and locations of SAC meetings									
	(f) A description of communication channels used to provide information to the SAC . .									
	(g) A description of communication channels used by the SAC for bringing recommendations into the decision-making process									
3:2.1.4	(h) A record of the majority recommendations made or endorsed by the Committee in each step of the planning process									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 3.0 TOPIC Parent and Community Involvement

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL		YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1F:116.17o (2) ii	3.0-8	Each member of SAC has been furnished with federal regulations, guidelines, state regulations, current and past project applications, evaluation reports, and other information needed in planning, developing, and operating the project.									
1F:116.17o (2) v 3:1.1.3.4	3.0-9	The program includes specific provisions for informing and counseling with parents concerning services to be provided their children									
1F:116.17o (2) ii (2) iii (2) vii 1S:3930a 4:Addendum	3.0-10	SAC was involved in making recommendations about the following:									
		(a) Needs assessment									
		(b) Goals and objectives									
		(c) Evaluation									
		(d) Staff development									
		(e) Parent participation									
		(f) Parent education									
		(g) Application for funds									
		(h) Identification of community resources									
1F:116.17o	3.0-11	The school has adequate procedures to insure prompt response to complaints and suggestions from parents and advisory groups (A127-S, Page 2)									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 3.0 4.0 TOPIC Parent and Com. Involve. Dissemination of Information

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
3:2.1.3 4:p 2	3.0-12 Assurances have been signed by SAC chairman that the committees have been involved in all phases of the program and will be included in all the phases of program implementation.									
3:Addendum	3.0-13 If the school has established additional committees, an assurance has been signed by the chairman of each committee stating that the committee has:.									
	(a) participated fully in the planning process									
	(b) brought its recommendations to the school advisory committee									
1F:116.17	4.0 DISSEMINATION OF INFORMATION									
	Information is being disseminated as required.									
3:2.6.4	4.0-1 The school is following its approved plan for dissemination of information to parents and community									
1F:116.25a	4.0-2 The district is following an approved plan for the dissemination to teachers and administrators of the significant developments and experiments in education.									
1F:116.25a	4.0-3 Title II materials are available to children and teachers in public and private schools on an equitable basis.									
8:117.10	4.0-4 Title II materials are readily available to teachers and students.									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 5.0 TOPIC Evaluation

SOURCES OF INFORMATION

1.	Program Director	6.	Principal
2.	Business Manager	7.	Resource Person
3.	Teacher	8.	School Plan
4.	Aide	9.	Planning Products
5.	Parent	10.	Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURC
	5.0 EVALUATION									
1F:116.22 a,b,c	5.0-1 The school has on file an evaluation design which includes the following:									
1S:3929	(a) Clearly stated, measurable performance (end product) objectives									
3:2.5.8	(b) Clearly defined activities for meeting performance objectives									
1S:3929	(c) Instruments for pre-/post-testing including behavioral change assessment									
3:2.3.3	(d) Analysis design to show to what degree the program objectives were achieved									
	(e) Dissemination plan									
1F:116.22 1S:3929	5.0-2 The planned evaluation program is being implemented as evidenced by:									
9:p 11	(a) The evaluation activities recorded and up-to-date									
	(b) Base line (pre-test) data collected, recorded, and analyzed									
	(c) Process evaluation data (activities) collected, recorded, and analyzed									
1F:116.23	(d) Last year's evaluation report findings disseminated in understandable language to staff, parents, and community									
	(e) Current program process evaluation disseminated to staff									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 6.0 / 7.0 TOPIC Fiscal and Administration / Management Plan

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	6.0 FISCAL AND ADMINISTRATION									
	(6.0-1 through 6.0-6 not applicable at school level)									
1F:116.17h 116.20 100b.210, 212	6.0-7 Equipment and other capital outlay items purchased with consolidated application program funds meet the following requirements:									
1 Title V: 3940,CEC 1S CEC:6445. 16,19 ECE	(a) The item is necessary in terms of implementing the consolidated program.									
	(b) Title I equipment has been labeled with the following information:									
	(1) ESEA,Title I									
	(2) Month and year of purchase (only if purchased after June,1972)									
1F:117.12 8:Title II	(c) Each item purchased with Title II funds is stamped as Title II or otherwise identified as property of the district.									
3:2.6	7.0 MANAGEMENT PLAN									
	The school is implementing its management plan which includes the following:									
	7.0-1 Tasks listed to support or facilitate school-level operations									
	7.0-2 Task responsibility assigned									
	7.0-3 Implementation time lines									
	7.0-4 Program review and problem solving procedures									
	7.0-5 Reporting procedures listed and described									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 8.0 TOPIC Program Design

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
3:2.5.11	8.0 PROGRAM DESIGN									
	The school planning products developed in the designing of the program include :									
	8.0-1 A description of the categories of criterion-referenced objectives developed at the school level and a description of the way in which they are cataloged at the school level									
	8.0-2 A summary of the program components of the school's comprehensive program plan									
	8.0-3 A resource utilization plan which includes:									
	(a) A record of the amounts of each categorical resource (all resources for ECE schools)									
	(b) The extent to which various subpopulations receive services from individual categorical resources									
	9.0 (Not Applicable at School Level)									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 10.0 TOPIC Bilingual/Cross-cultural

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
10:AB2284	10.0 BILINGUAL/CROSSCULTURAL									
1S:3927	10.0-1 The following products have been developed by the participating school:									
	(a) The school has on file forms provided by the Department of Education which provide the following information:									
	(1) Identified goals for bilingual education as determined by the local need assessment . .									
	(2) Activities designed to provide the following:									
	-develop competence in two languages for all participating pupils -positive reinforcement of the self image of participating children -development of intergroup and intercultural awareness among pupils, parents, and the staff in participating school districts									
	(b) The identification of objectives for the attainment of these goals (the objectives to be stated in measurable terms)									
	(c) A description of how the student is to demonstrate the knowledge or skill to be achieved									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 10.0 TOPIC Bilingual/Cross-cultural

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURC
	(d) The school is implementing a management plan to organize, coordinate, and monitor with distinctly outlined plans that will ensure success in the bilingual program.									
	(e) The school is implementing a plan for teacher and aide pre-service training which will identify and improve knowledge levels of each teacher and aide in teaching methodology, bilingual philosophy, and education.									
	(f) The school is implementing an inservice training program for teachers and aides that is linked with an institution of higher education, which shall include the establishment of a liaison with a nearby institution in order to continually upgrade the bilingual educational program.									
	(g) A parent-teacher communications plan									
	10.0-2 Class Composition Requirements									
	Bilingual classes have:									
	(a) An approximate balance between the number of children whose primary language is other than English and children proficient in English									
	(b) Enrollments in which not more than two-thirds of the children are limited-English-speaking children . . .									

POINTS OF INQUIRY

SCHOOL LEVEL

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AREA 10.0 TOPIC Bilingual/Cross-cultural

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL		YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
1S:3936	10.0-3	Instruction The participating school has an articulated sequential program of instruction in bilingual education designed to develop competence in English and in the primary language of the limited-English-speaking participants.									
1S:3929	10.0-4	Evaluation									
		(a) The school has evaluated each child to be placed in a bilingual program. His strengths and weaknesses in English and in the second language of instruction have been assessed									
		(b) The school has established a plan for the evaluation of the children's progress, including, but limited to, reading comprehension and speaking skills in English and the second language of instruction.									
1S:3930	10.0-5	School Advisory Committee Participation A parent advisory group in which parents of participating students shall constitute a simple majority has been established, or designated from an existing parent group, at each school having a bilingual program.									

TABLE OF CONTENTS

PR-127 SCHOOL LEVEL

QUALITY REVIEW

TOPICS PAGE

RST-PRI-ECE Quality Rating Scale Q2

Points of Inquiry - Program Quality Q3

Criteria to Be Assessed Q5

QUALITY REVIEW APPROACH

Items included as "Points of Inquiry - Program Quality" are based on regulations and policies, and the determination of program quality is mandated. Each of the items listed on the "Points of Inquiry - Program Quality" is to be rated on the 0-9 Quality Rating Scale which has been cooperatively developed by the Regional Service Teams, the Program Review and Improvement Unit, and the Early Childhood Education Management Team.

After careful on-site review and personal observation of the program, the reviewers will determine the rating to be given each line item on the form on pages Q3 and Q4. Each rating will be determined in relation to the accompanying criteria listed under the heading, "Criteria to Be Assessed."

It is recommended that the local school complete the quality section prior to visitation by the review team for comparison with the team findings.

These criteria are not intended to be all-inclusive, but do represent a foundation upon which an educational program of high quality can be built. For example, the reader might note criterion under Individualized Instruction, "Classroom grouping is done according to needs and interests, not ability." If an observation of the classroom gives evidence of grouping by ability, this criterion would not be met, and the need for improvement in individualizing procedures would, therefore, be indicated.

It should be understood that no specific school is expected to meet all of these criteria in order to have an effective program. However, it is possible that at some future time a number of schools may achieve this exemplary status.

RST-PRI-ECE QUALITY RATING SCALE*

0 = No evidence, or none of the criteria are being met.

Needs improvement

1 = A very limited use of the criteria is being made and with very limited effectiveness.

2 = A limited use of the criteria is being made, and with limited effectiveness.

Shows promise

3 = A limited use of the criteria is being made, and with moderate effectiveness.

4 = Most of the criteria are being met, and with moderate effectiveness.

Satisfactory

5 = Most of the criteria are being met effectively, at a level which can be described as good.

6 = The criteria are being met effectively, at a level which can be described as very good.

High quality

7 = The criteria are being met effectively, at a level which can be described as excellent.

8 = The criteria are being met effectively, at a level which can be described as superior.

9 = The criteria are being met effectively, in a manner which could qualify for recommendation statewide.

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*Please see suggested criteria, which have been developed from 4 sources: a) intent of state and federal laws, regulations, and policies; b) Program Implementation Recommendations for Early Childhood Education by a statewide committee of 150 parents and professionals in 1972; c) results of the pilot Monitor and Review Program in spring, 1974; and d) national quality criteria for Right to Read Programs by U.S.O.E., Department of Health, Education, and Welfare.

POINTS OF INQUIRY – PROGRAM QUALITY

DB:MB:MM:id
Revised 8/14/74

ty Key
deral Regulations
lifornia Education Code
3. Early Childhood Education Policies
4. California Administration Code (Title 5)
5. Instructions for Comprehensive Program Planning

ORITY ection	ON-SITE AREAS OF INQUIRY	K-3	Indicate Other Levels	
	I. INDIVIDUALIZED INSTRUCTION			
7 (f)	A. Organization. The classroom instructional program is organized to provide for continuous student progress in:			
7 (g)	reading•			
(e)	language development•			
2 (a) (b)	mathematics•			
0	B. Diagnosis. Continuous use of data from diagnostic tests and systematic observation of individual student progress is made in:			
(b)	reading•			
	language development•			
19	mathematics•			
236	C. Continuous Progress. A continuum of instructional objectives serves as the basis for indicating student progress from criterion-referenced measures in:			
237	reading•			
5	language development•			
5	mathematics•			
	D. Prescription. Various prescriptive tasks, materials, and methods are available which are specific to the diagnosed needs of each student in:			
(a)	reading•			
3 (c)	language development•			
	mathematics•			
	E. Documentation. Pupil progress is charted or documented in:			
	reading•			
	language development•			
	mathematics•			
	F. Balance. Program provides a balanced curriculum.			
	optional component (list)•			
	optional component (list)•			
	II. LEARNING ENVIRONMENT			
(e)	A. Program enhances development of positive self-concept.			
	B. There is evidence of student interest and motivation.			
)	C. There is evidence of effort toward comprehensive restructuring of the learning environment to meet the unique needs, talents, interests, and abilities of each student.			
	III. MULTICULTURAL Program regularly includes activities which promote meaningful intercultural understanding among children from different racial, cultural, and socioeconomic backgrounds.			

•Includes bilingual component when an appreciable number of non-English-speaking children are served.

ORITY ection	ON-SITE AREAS OF INQUIRY	K-3	Indicate Other Levels	
4 (g)	IV. HEALTH/AUXILIARY SERVICES			
6	A. Health services - physical, visual, auditory, dental, speech, psychological - meet the needs of individual students through: screening/referral			
	follow-up			
(f)	B. Guidance services meet the needs of individual students			
-26	through: screening/referral			
-71	follow-up			
	C. Bilingual Counselors/Psychologists fluent in the language of students are available.			
	D. Health screening data are utilized by the teachers.			
	E. There is evidence of a comprehensive health education program.			
7 (c, ii, vi)	V. PARENT PARTICIPATION			
1 (a)	A. The School Advisory Committee meets regularly and effectively represents parents and the community.			
(i)	B. Parents are regularly involved in: program planning			
	assistance in classroom			
	other supportive assistance			
	program evaluation			
	C. There is an active program to arouse parent interest and enlist support.			
	D. The program encourages home-school communication in easily understood language.			
	VI. PARENT EDUCATION			
	A. Parents participated in designing a parent education program which reflects their needs and interests.			
	B. Parents are participating in the parent education program.			
(m)	VII. STAFF DEVELOPMENT			
36	A. Inservice program meets assessed needs of: teachers			
(k)	paid aides			
49 (Art. 3.3)	volunteers			
	administrator(s)			
	B. The selection and assignment of staff facilitate implementation of the program.			
	C. Staff has been involved in designing the staff development program.			
	VIII. ARTICULATION AND COORDINATION			
)	A. There is evidence of articulation with the preschool level and child care programs in the community (ECE).			
	B. Program provides for articulation of all programs within the school.			
	C. Community resources and parent talents are effectively utilized.			

* CRITERIA TO BE ASSESSED — REVIEWER'S NOTES

I. INDIVIDUALIZED INSTRUCTION

A. Classroom Instructional Program

Variations of cognitive, affective, psychomotor growth are accommodated in classroom organizational plan.

Tasks and areas of responsibility for each staff member (including volunteers and student tutors) are described, understood, and assigned.

Record keeping has been systematized so that it is a manageable task.

Records are up to date and utilized.

Adequate time is provided for record keeping.

Adequate time has been scheduled by the teacher for planning with aides, volunteers, and/or cross-age tutors.

Provision has been made for large group, small group, and individual instruction.

Classroom grouping is done according to needs and interests, not ability.

Classroom grouping is flexible, accommodating the unique needs, talents, and interests of each student.

Feedback is used from parents and students about classroom organization and management.

B. Diagnostic Data

Individual students are involved in a continuous program of diagnostic assessment.

The initial diagnostic prescription is modified regularly as observations are made of the student's behavior, attitudes, and school work.

Diagnostic information is recorded so that it can be communicated to staff, parents, and students.

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e criteria were developed from four sources: a) intent of state and federal laws,
lations, and policies; b) *Program Implementation Recommendations for Early Child-*
Education by a statewide committee of 150 parents and professionals in 1972;
esults of the pilot Monitor and Review Program in spring, 1974; and d) national
ity criteria for Right to Read programs by USOE, HEW.

B. Diagnostic Data (continued)

Students have opportunities for self-assessment, self-evaluation, and personal decision making.

C. Continuous Progress

Each student is appropriately placed in a sequence of instructional objectives with related criterion-referenced measures.

The interests and needs of each student are considered when learning tasks are assigned.

The manner in which each student learns best is assessed and accommodated.

Continuous assessment of each student's progress is made and learning tasks are modified accordingly.

D. Prescriptive Tasks, Materials, and Methods

There is a variety of materials, methods, and tasks wide enough to provide for the diverse abilities and learning rates of the students.

The ethnic and cultural diversity among the students has been considered in the selection of materials.

Learning centers which are directly related to objectives identified for the students are organized and used in the classroom as an integral part of the learning process.

Alternative instructional tasks are available to students until mastery of each specific skill is attained.

E. Pupil Progress Documentation

The person(s) responsible for developing and maintaining individual student records has been designated.

Records are readily available to the staff.

REVIEWER'S NOTES

E. Pupil Progress Documentation (continued)

The teacher regularly reviews the recorded data for each student and makes the necessary prescriptive adjustments.

The record keeping system yields understandable information to the teacher that can result in the assignment of appropriate learning tasks.

F. Balanced Curriculum

There is a balanced curriculum, including music, art, social studies, science, health education, physical education, and movement exploration.

II. LEARNING ENVIRONMENT

A. Positive Self-Concept

There are opportunities for students to develop feelings of self-worth and well-being.

There are opportunities for students to develop attitudes of self-discipline, self-control, and independence.

Each learner can observe a record of his successful completion of each assigned task.

The program provides for positive reinforcement of each learner's success.

The program makes provision for each student to make progress in the ability to deal with his own feelings.

The program makes provision for each student to make progress in the ability to deal with the feelings of others.

The program provides opportunities for students to develop a sense of trust in peers and adults.

The program provides opportunities for students to develop a feeling of respect for adults from the whole community.

B. Student Interest and Motivation

The classroom is an attractive learning environment for students.

The learning environment reflects the talents and interests of students.

Learning tasks are designed to be sufficiently challenging to extend each student.

Students are given opportunities to work and plan together.

Students willingly assume responsibilities for classroom chores.

The program provides a balance between leadership and followership roles for students.

C. Comprehensive Restructuring

The program provides a variety of opportunities for students and teachers to develop and exercise creativity.

The program encourages the development of logical thinking and reasoning ability.

The program provides immediate alternatives for students if initial attempts are unsuccessful or unproductive.

There is a record of the choices of the alternative tasks used by the learner to accomplish the skill(s) assigned.

There are records of planning techniques used by staff to show how the learner was involved in the alternatives used to accomplish the tasks.

A continuum is provided to record successful completion of the assigned tasks.

There is evidence that the school has been making whatever changes have been deemed necessary to accomplish the desired restructuring.

REVIEWER'S NOTES

III. MULTICULTURAL

Activities include ethnic studies, such as the history and contributions of minorities, and desegregation/integration efforts.

The program provides for observation of various cultural affairs and celebrations.

Opportunity for multicultural experience is provided through activities, such as sports and other after-school events.

The program participants and community effectively participate in multicultural activities, such as the Sister City program, or various recreational programs.

There is evidence that multicultural instruction is regularly being incorporated into subject matter other than the social sciences.

IV. HEALTH/AUXILIARY SERVICES

A. Referral and Follow-Up

Provision is made to include health consultants and school nurses in developing and keeping health policies current.

Health screening is completed early enough in the school year so that each student's needs can be corrected or accommodated in time to maximize his participation in the program.

Parents have been notified of visual, auditory, dental, and other physical deficiencies discovered in the health assessment.

Communication regarding health deficiencies of the student is made in the home language.

A comprehensive survey of community health resources has been made in order to match the available resources with the identified student needs.

When parents need assistance in obtaining necessary treatment for their children, the school provides help for them in securing the needed services.

REVIEWER'S NOTE

A. Referral and Follow-Up (continued)

Nutritional deficiencies have been assessed and supplementary food is available to the students if needed.

Health deficiencies discovered by assessment are followed up and a record is kept current.

B. Guidance/Psychological Services

A team approach is used to meet guidance and counseling needs, combining the skills of guidance workers, school psychologists, psychometrists, nurses, teachers, other school staff, and parents.

Students who exhibit observable needs for counseling and guidance are receiving the services related directly to the identified needs.

If students need guidance services not available within the school/district, the school makes information about community services available to the parents.

Identified guidance needs are followed up and a record is kept current.

Personnel involved in guidance, counseling, or psychological services are used at the level for which they are trained.

C. Bilingual/Guidance Services

Guidance services are available to students in their home language.

D. Utilization of Health Data

A health history for each student, including vision, hearing, and results of recent medical evaluation, is utilized by the teacher to determine appropriate instruction.

E. Comprehensive Health Instruction

The program is designed to assure the optimum physical, emotional, and mental development of every student.

REVIEWER'S NOTES

E. Comprehensive Health Instruction (continued)

The nutrition education program places major emphasis on the relationship between food, health, and growth.

The health education program for students includes information and motivation for assuming personal responsibility for the development of sound health practices, including accident prevention, environmental sanitation, and first aid.

The program provides **health education through inservice workshops for teachers, school administrators, school nutrition personnel, school nurses, and other staff members.**

The program provides parent classes in consumer problems, health education, and nutrition information.

V. PARENT PARTICIPATION

A. Advisory Committees

Parents regularly participate in the School Advisory Committee.

Parents participate in the decision-making process through the assessment of educational needs, definition of goals, planning of the program, and evaluation of the effectiveness of the program.

B. Parent Involvement

Parents are welcome at school.

The staff provides for continuous parent involvement in the initial planning of the program and in its implementation, evaluation, and modification.

Parents regularly participate in classroom activities.

Parents regularly participate in other instructional activities outside the classroom.

B. Parent Involvement (continued)

Representatives of the community other than parents are involved in the operation of the program.

Parents share in determining the direction and content of their children's schooling.

Opportunities are provided for parents to be directly involved in the formal education of their children in both the classroom and the decision-making process.

Parents know about the various school programs.

This information is written in language easily understood and in the language(s) reflecting the ethnic makeup of the school community.

Aides and volunteers are recruited from and are representative of the school community.

The program facilitates communication among the school staff, parents, and the community.

Parents are encouraged to inform and advise the school staff regarding community conditions, customs, aspirations, and goals.

Parents are involved in budgetary determinations.

Child care at the school site is provided if needed.

VI. PARENT EDUCATION

A. Design of Program

Parent education is based on the needs and interests indicated by parents.

Registration for parent education activities is free of charge or requires only a small fee.

REVIEWER'S NOTES

A. Design of Program (continued)

Child care at the school site is provided, if needed.

The parent education program is evaluated by parents.

B. Operation of Program

Parent education programs are offered at the local school site, or at some other location convenient for parents.

Programs are scheduled at times that are convenient for parents.

Various topics, such as child growth and development, nutrition, information on school programs, and inter-family relationships, are offered.

Classes are offered on arts, crafts, hobbies, cooking, etc.

Studies are available which can help parents obtain a diploma, degree, license, certificate, etc.

Course work is provided which would qualify parents for jobs they may want to hold.

VII. STAFF DEVELOPMENT

A. Assessed Needs of Staff ("Staff" is defined as all people who participate in the school program, including principal, teachers, paid aides, volunteers, and others.)

The inservice program has evolved out of the needs assessment process (involving total staff, all levels; parents; ethnic representation; and preschool).

The individual staff member has had an opportunity to assess his or her responsibilities in the program and to utilize this information to plan for continued growth in knowledge and skills.

REVIEWER'S NOTE

A. Assessed Needs of Staff (continued)

The inservice program facilitates communication and cooperation among staff, parents, and community.

Continuous inservice is provided, starting with training prior to opening of school.

Teachers are involved with other staff in planning and implementing curriculum change.

The inservice program encourages and facilitates exploration of innovative programs which may be applicable to the local situation.

The inservice program is subjected to continuous evaluation.

Adequate funds are budgeted for the inservice program.

Varying staff development approaches (large group, small group, individual) are being provided.

The inservice program provides an increased knowledge of community resources.

The expertise of school district staff is utilized in staff development.

Alternatives other than college courses and workshops are provided.

Inservice education enhances the building of cultural awareness in the community.

The inservice program provides for increased understanding of the forces which influence each child's growth and development in all areas (physical, psychomotor, social, linguistic, affective, cognitive).

The inservice program assists team members to organize and administer a functional educational program, including record keeping, planning, preparing, ordering materials, and other administrative requirements.

A. Assessed Needs of Staff (continued)

Where an appreciable number of students are from non-English-speaking families, inservice opportunities are provided which lead to the development of necessary bilingual skills in the staff.

The inservice program encourages cooperation among neighboring schools, districts, or counties in arranging inservice activities.

Inservice education assists each team member to develop a school atmosphere in which every child feels wanted and uniquely valued and in which team members display compassion and understanding toward every student, toward each other, and toward parents.

Inservice education develops a functional knowledge of various teaching and learning styles.

Released time is provided for classroom observation to help teachers clarify their understanding of students' variations in cognitive, affective, and psychomotor development.

A teacher exchange program is established with nearby districts to provide a broadened experiential background.

If 25 percent or more of the students in the school are of diverse ethnic backgrounds, the program provides for inservice education which will prepare the staff to understand and effectively relate to the history, culture, and current problems of the students and their environment.

B. Staff Selection and Assignment

Teaching teams exhibit commitment to the philosophy of the program(s) in which they are functioning.

If the school serves students whose home language is other than English, staff members are recruited from among candidates who speak the language.

VIII. ARTICULATION AND COORDINATION OF RESOURCES

A. Articulation with Preschool Level and Child Care Programs

Preschool level and child care staff members are included in planning the K-3 inservice education program.

Preschool level and child care staff members are included in the planning of the parent education program.

Preschool level and child care staff members are encouraged to participate in the inservice education for the kindergarten and elementary staff.

Preschool level and child care staff participate in planning the instructional program with the K-3 staff to provide a continuum of experience for children.

Costly replication of experience is avoided through joint planning for the use of community resources, field trips, etc.

Records of students' progress at the preschool level are communicated to the kindergarten when the student enters school.

The program provides opportunity for intervisitation and cooperative activities by both the staff and the students at the preschool and kindergarten-primary levels.

B. Articulation K-12

Provision is made for the involvement of all levels in program planning, implementation, evaluation, and modification.

The program provides for awareness of various instructional approaches and strategies for the total staff.

The program provides for replication of promising practices of the various instructional levels at other levels as appropriate and feasible.

REVIEWER'S NOTES

B. Articulation K-12

There is evidence of teamwork among the various organizational levels within the school.

The school provides for instructional articulation between K-6 and the junior high and between the junior high and the high school.

STATE PRESCHOOL PROGRAM
PR-127
PROGRAM REVIEW - POINTS OF INQUIRY

INTRODUCTION

The State Department of Education has produced these state preschool points of inquiry. The purpose of this instrument is to assist in the review and examination of state preschool programs at both the school and district levels for compliance with State Regulations and State Department of Education policy.

EXPLANATION OF USE

1. This instrument is primarily designed to be used by a State Department of Education review team. It may be used by districts for self-analysis, but the results are not to be reported to the State Department of Education.

2. Those points of inquiry which are negatively worded are taken verbatim from regulations. The use of YES/NO answers requires equating with TRUE/FALSE answers to reply logically to those points of inquiry; i.e., if a statement is true, mark "YES", if the statement is false, mark "NO".

3. The major levels of inquiry (i.e., 1.0, 2.0, etc.) are to be answered by first answering the sub-level points of inquiry, which are specific questions. One or more "NO" answers in the sub-level point of inquiry warrants a "NO" answer in the major level point of inquiry.

4. The "Authority Key/Section" column in the Points of Inquiry refers to a specific regulation or policy found in the following official documents:

   Authority Key

   1. Regulations for Consolidated Categorical Aid Programs (Title 5 and Federal)*
   2. Instructions for Completing the Comprehensive School Program Plan (A-127S)
   3. Instructions for Comprehensive Program Planning
   4. Addendum to Instructions for Comprehensive Program Planning (NPS, N&D, Co-op)
   5. Management Information and Requirements for Programs Funded through A-127
   6. Consolidated Application (A-127)
   7. Manual of Instructions for Completing Consolidated Evaluation Report
   8. Title II State Plans
   9. Policies for Early Childhood Education
   10. AB 2284
   11. Guidelines for the State Preschool Program
   12. California Administrative Code, Title 22
   13. AB 451
   14. California Education Code
   15. California Administrative Code, Title 5
   16. California Administrative Code, Title 19, Article 8

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*1S - State Regulation
1F - Federal Regulation

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POINTS OF INQUIRY

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AREA 1.0 TOPIC State Preschool Program

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator
11. Head Teacher

AUTHORITY KEY/SECTION		POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	1.0	STATE PRESCHOOL PROGRAM									
11:IIc	1.1	Selection of School Sites									
		Sites were selected in areas where they are most likely to achieve racial balance, minimize segregation, and facilitate integration.									
	1.2	Selection of Participants									
		Program participants are selected according to the following:									
11:Appendix A & B 11:III B	1.2-1	Participants are selected on the basis of families which were former, current, or potential A.F.D.C. recipients and other low income and disadvantaged families.									
11:III B1		(a) Family income determinations are based on actual income data, such as W2 forms or salary stubs									
11:III B2	1.2-2	Priority is given to children from families in which English is not the primary language.									
11:III A	1.2-3	There is evidence that prior approval has been obtained from the SDE for children between ages three and three years nine months.									
11:III A	1.2-4	Children are between the ages of three and four years nine months (on September 1) at the time of enrollment.									
11:Appendix B	1.2-5	There is written justification for the enrollment of children over the age of four years nine months as of September 1.									
11:III B 11:Appendix C	1.2-6	Each child's eligibility is evidenced in a written certification by project director.									

POINTS OF INQUIRY

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AREA 2.0 TOPIC Individualized Inst
AREA 3.0 TOPIC Maximum Levels of S

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator
11. **Head Te**

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURC
3:1.2 3:2.2	1.3 Needs Assessment									
	The comprehensive needs assessment includes the preschool participants (Refer to district and school level points of inquiry pages D5, D6, and S2, S3.)					⊥				
2:	1.4 Program Components and Objectives									
	The program includes each of the following:					⊥				
	1.4-1 Language Development			⊥						
	1.4-2 Staff Development			⊥						
	1.4-3 Parent Participation and Community Involvement			⊥						
	1.4-4 Parent Education			⊥						
	1.4-5 Health/Auxiliary Services*			⊥						
	1.4-6 Multicultural Education			⊥						
	1.4-7 Education Development			⊥						
	1.4-8 Bilingual/Crosscultural Education**			⊥						
1: 11:IV B	2.0 INDIVIDUALIZED INSTRUCTION									
	Each child has an appropriately individualized program.							⊥		
12:31301-05	2.0-1 A written record is available of each child's developmental progress.					⊥				
	3.0 MAXIMUM LEVELS OF SERVICE									
11:III B3	Costs for program (not including rent or transportation) do not exceed published per capita maximums unless waiver has been approved. ($1,150 for 3½-or 4-hour sessions; $900 for 3 hours; $650 for 2½-hour sessions)							⊥		

*Health and Auxiliary services include nutrition, transportation, and social services for State Preschool purposes.

**The bilingual/crosscultural component is required if the school needs assessment shows an appreciable number of students for whom English is not the primary home language.

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AREA 4.0 TOPIC Parent and Community Involvement

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator
11. Head Teacher

AUTHORITY KEY/SECTION		POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	4.0	PARENT AND COMMUNITY INVOLVEMENT									
		The program provides for the required parent and community involvement as evidenced by the following criteria:									
11:V G	4.0-1	The program includes home visits by members of the instructional staff.									
11:V B	4.0-2	The School Advisory Committee includes representation from Preschool.									
11:V B	4.0-3	A separate Advisory Committee for Preschool is chaired by a parent.									
11:V B		(a) Fifty-one percent of such a committee consists of parents of currently enrolled children.									
11:V	4.0-4	There is a unified parent involvement program even though funds for participating children may be from different sources.									
11:V G	4.0-5	A minimum of eight parent education meetings per year are held.									
3:1.1.1 2.1.1	4.0-6	Advisory Committee at least includes representatives of staff and non-school organizations.									
3:1.1.2 2.1.2	4.0-7	There is evidence that the Advisory Committee has participated in the development of the comprehensive plan and needs assessment, establishment of goals and objectives, and evaluation of the program.									
3:1.1 4:Addendum	4.0-8	Each district has the required DAC products available. (Refer to Page D13.)									
3:1.1	4.0-9	Each school has the required SAC products available. (Refer to Page S10.)									

POINTS OF INQUIRY

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AREA 5.0 TOPIC Evaluation
6.0 Fiscal and Administ

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator
11. Head Te

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURC
	5.0 EVALUATION									
3:1.3.3 3:2.3.3	The agency has on file an evaluation design which includes the following:							⊥		
	5.0-1 The agency evaluates its own State Preschool program activities.					⊥				
	5.0-2 The agency incorporates the preliminary results of this evaluation into the preparation of the following year's plan.					⊥				
	5.0-3 There are evaluation criteria for each program objective.					⊥				
	6.0 FISCAL AND ADMINISTRATION									
	The applicant agency has complied with the fiscal administrative requirements as follows:							⊥		
11:VIII A1	6.0-1 The applicant agency has developed auditable records which identify expenditures by funding source.					⊥				
13:	6.0-2 If Capital Outlay expenditures are budgeted, they are only used for instructional equipment used by children.					⊥				
13:	6.0-3 Capital Outlay purchases have received written prior approval from the SDE.					⊥				
11:II H	6.0-4 Funds are not budgeted for purchase or lease-purchase of facilities or for rental of a facility owned by the applicant agency.					⊥				
11:VIII D	6.0-5 Equipment is inventoried and is labeled as to source of funding and year of purchase.					⊥				
11:II H	6.0-6 Rent is charged for only one classroom when more than one class meets in the same room.					⊥				
11:VIII A1	6.0-7 At least two bids have been secured from transportation companies, when transportation is needed.					⊥				

POINTS OF INQUIRY

SCHOOL LEVEL - STATE PRESCHOOL

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AREA 7.0 TOPIC Attendance
8.0 Administrative Procedures

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator
11. Head Teacher

UTHORITY Y/SECTION	POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
11:VIII A 2	6.0-8 Evidence (e.g., a letter) exists that district auditors have been given "Instructions to Auditors Who Audit State Preschool Educational Programs".									
	7.0 ATTENDANCE									
	Attendance records are complete and accurate for each class:									
11:VIII F3	7.0-1 A waiting list is maintained.									
14:16728	7.0-2 Eligibility of children is determined at the time of admissions.									
11:VIII C	7.0-3 Excused absences and attendance are reported only for enrolled eligible children.									
11:VIII C4	7.0-4 Excused absences are determined to be only for illness or quarantine.									
11:VIII C	7.0-5 No more than five days of unexcused absence per year per child have been claimed for reimbursement.									
	8.0 ADMINISTRATIVE PROCEDURES									
	Administrative procedures are observed and implemented as follows:									
11:II 1	8.0-1 Personnel policies and job descriptions are available in writing.									
11:III B3	8.0-2 The confidentiality of social service records and information is maintained.									
12:31221 12:31225	8.0-3 Admission criteria are in writing and available to the public.									
11:IV A2	8.0-4 A full-time Program Supervisor is charged to the project only if 90 or more children are enrolled.									
11:IV 6	8.0-5 There is an in-service education program for staff and volunteers.									

POINTS OF INQUIRY

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AREA 8.0 TOPIC Administrative Pro

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator
11. Head Te

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL		YES	NO	YES	NO	YES	NO	YES	NO	SOURC
11:IV E	8.0-6	There is at least one member of the instructional staff who is proficient in the home language(s) of the children.									
11:IV A3	8.0-7	There is diversity of racial and ethnic representation in the staff corresponding to the population served.									
11:VII G	8.0-8	Staff members eat with the children.									
11:II J 1	8.0-9	Instructional sessions are not less than 2½ hours or more than four hours.									
11:II J 1	8.0-10	Instructional services other than 3½ hours have been justified in writing to the SDE.									
11:IV D	8.0-11	Maximum number of children per class is 20.									
11:IV B	8.0-12	An adult-pupil ratio of at least 1:5 is maintained.									
11:IV A1	8.0-13	At least one parent or other volunteer will serve with each class of 15 children.									
11:VIII A1	8.0-14	Records of volunteer assistance are maintained showing the time contributed by each parent.									
11:IV A2	8.0-15	Maximum number of children per teacher is 15.									
11:VI	8.0-16	Social services are supervised by a qualified professional.									
12:31233	8.0-17	The dates of each child's admission and discharge are shown in his folder.									
11:VIII C5	8.0-18	There is a procedure for forwarding children's records to the elementary school.									
11:IV A2	8.0-19	All teachers and supervisors hold current appropriate credentials or permits.									
11:IV F	8.0-20	Training and job opportunities are made available to public assistance recipients.									

POINTS OF INQUIRY

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AREA 9.0 TOPIC Facilities

SOURCES OF INFORMATION

1. Program Director
2. Business Manager
3. Teacher
4. Aide
5. Parent
6. Principal
7. Resource Person
8. School Plan
9. Planning Products
10. Evaluator
11. Head Teacher

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL		YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
	9.0	FACILITIES									
		State preschool facilities comply with the following requirements:									
11:II G2	9.0-1	At least 35 square feet of unencumbered floor space is provided each child in each classroom.									
11:II G2	9.0-2	At least 75 square feet are provided each child in the outdoor play area.									
12:31301	9.0-3	All rooms are mechanically ventilated.									
12:31309 12:31321	9.0-4	A separate cot or floor pad is provided each child for whom naps are included in the program.									
12:31323	9.0-5	There is a separate storage space for each child's clothing.									
12:31323	9.0-6	Supplies are accessible to adults without leaving children unattended.									
12:31311	9.0-7	Toilets, sinks, and countertops are at a proper height for children.									
12:31311 15:12035	9.0-8	There is one toilet and basin for each 10 children.									
12:31311 15:12035d	9.0-9	There is at least one separate toilet and basin for isolation and emergency use.									
15:12035c	9.0-10	There is an isolation area for children for emergency illness.									
12:31319 12:31317	9.0-11	There is a separate staff room with a couch.									
12:31315	9.0-12	When lunch is served, the kitchen includes a stove, sink, hot and cold running water, refrigeration, and adequate storage space.									
12:31315	9.0-13	When dishes are washed on-site, dishwashing procedures provide for sterilization.									

POINTS OF INQUIRY

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AREA 10.0 TOPIC Health and Auxiliar
Services

SOURCES OF INFORMATION

1.	Program Director	6.	Principal	11.	Head Tea
2.	Business Manager	7.	Resource Person		
3.	Teacher	8.	School Plan		
4.	Aide	9.	Planning Products		
5.	Parent	10.	Evaluator		

AUTHORITY KEY/SECTION	POINTS OF INQUIRY SCHOOL LEVEL		YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
16:	9.0-14	Evacuation plans are posted.					✓				
12:31313	9.0-15	Drinking water is available indoors and out at children's height.					✓				
12:31299 12:31307	9.0-16	The outdoor area provides both sunshine and shade.					✓				
12:31299 12:31307	9.0-17	There is adequate outdoor drainage.					✓				
12:31299 12:31307	9.0-18	The outdoor area is fenced.					✓				
12:31295 12:31297 12:31299	9.0-19	The playground is safely accessible.					✓				
12:31295 12:31297 12:31299	9.0-20	The playground can be used with safety.					✓				
	10.0	HEALTH AND AUXILIARY SERVICES									
		State preschool has provided for the following health and auxiliary services:							✓		
11:VII C 12:31269	10.0-1	There is evidence of the results of a current physical examination in each child's folder.					✓				
11:VII C 12:31271	10.0-2	A complete immunization record is in each child's folder.					✓				
15:120366	10.0-3	A T.B. clearance is available for each child and is retained for one year after he leaves the program unless it is forwarded to the receiving school.					✓				
15:12036d	10.0-4	The procedure to be followed when a child is ill or injured is posted.					✓				
15:12036e	10.0-5	A responsible person to notify in case of emergency is identified in each child's folder.					✓				
11:VII D	10.0-6	There is a daily health inspection of each child.					✓				

POINTS OF INQUIRY

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AREA 11.0 TOPIC Management Plan

SOURCES OF INFORMATION

1.	Program Director	6.	Principal	11.	**Head Teacher**
2.	Business Manager	7.	Resource Person		
3.	Teacher	8.	School Plan		
4.	Aide	9.	Planning Products		
5.	Parent	10.	Evaluator		

AUTHORITY KEY/SECTION		POINTS OF INQUIRY SCHOOL LEVEL	YES	NO	YES	NO	YES	NO	YES	NO	SOURCE
12:31323	10.0-7	There is a stocked first aid cabinet on site.									
12:31323	10.0-8	The first aid cabinet is inaccessible to children.									
11:VII B1 15:12036 F 12:31243	10.0-9	A physician is available for consultation and health program supervision.									
11:VII B2	10.0-10	A licensed public health nurse or a school nurse supervises health development.									
12:31219	10.0-11	There is a record of a physical examination for each staff member.									
11:VII F	10.0-12	All paid and volunteer staff members who have contact with the children have current T.B. clearances.									
3:1.2.1	11.0	MANAGEMENT PLAN The school is implementing its management plan. (Refer to the school level management plan points of inquiry, page S15.)									